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ABSTRACT

This document is the annual report on the South Carolina Basic Skills Assessment Program (BSAP) established by legislation in 1978. In 1988, the tests and the monitoring of the instructional components were completed on time. The tests include: (1) first grade readiness; (2) tests for grades 1, 2, 3, 6, and 8; and (3) the Exit Examination required for graduation. In the fall of 1987, the readiness test was administered to 55,712 first-grade public school students. Of these, 75.2% were classified as "ready" to begin formal instruction. In 1988, students in grade 3 performed highest in reading, with 87.2% meeting the standard, while students in grade 8 had the lowest performance, with only 73.6% meeting the standard. Increases from 1981 to 1988 were found for all grades. The percentage of students meeting the mathematics standard ranged from 91% in grade 2 to 70.2% in grade 6. The BSAP Writing Test was given in grades 6 and 8 and as part of the Exit Examination. Since 1983, the percentage of students passing has increased for all three grades. During the 1987-88 school year, the Basic Skills Section monitored 189 schools in 32 districts, finding that 178 met all requirements of the BSAP and South Carolina Education Improvement Act of 1984. Fifteen bar graphs give data on student achievement. Ten appendices provide information about test results. (SLD)

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REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM 1987–88

The South Carolina Department of Education
Charlie G. Williams, State Superintendent
February 1989

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REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM 1987-88

South Carolina Board of Education
Robert C. Scott, Jr., Chairman

South Carolina Department of Education, An Equal Opportunity Agency
Charlie G. Williams, State Superintendent
February, 1989

REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM 1987-88

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REPORT ON THE IMPLEMENTATION OF THE BASIC SKILLS ASSESSMENT PROGRAM 1987-88

Abstract

The South Carolina Basic Skills Assessment Program, established by legislation in 1978, requires an annual report to the Governor, the General Assembly, the school districts, and to the general public.

During 1988, the administration of the tests (first grade readiness and Grades 1, 2, 3, 6, and 8 and the Exit Examination) and the monitoring of the instructional components were completed on schedule. As required by the Education Improvement Act, BSAP Science fieldtest forms were administered in Grades 3, 6, and 8.

In the Fall of 1987, the readiness test was administered statewide to all 55,712 first grade, public school students. Of these, 75.2 percent were classified "ready" to begin formal instruction. This figure represented a 0.7 percentage point increase from the previous year. The local test results provided teachers with information on areas in which the students needed additional instruction.

The Basic Skills Reading and Mathematics Tests were administered April 18 - 22, 1988. The tests for Grades 1, 2, 3, 6, and 8 consist of six multiple-choice questions for each of the 11 objectives encompassing reading and mathematics. The Exit Examination consists of 10 items for each of the 11 objectives, with 60 questions devoted to reading and 50 to mathematics. The tests are not timed at any grade level.

In 1988, third graders performed the highest of the grades on the Reading Test, with 87.2 percent of the students meeting the standard. Eighth graders performed lowest with 73.6 percent meeting the standard. Other percentages were: Grade 1, 85.1 percent; Grade 2, 85.1 percent; Grade 6, 76.8 percent; and Exit Examination (first attempt), 78 percent. Grades 2 and 8 had the highest increases in percentage of students meeting the standard from 1981 to 1988, with 23.5 and 22.7 percentage points each. Significant increases were also observed in Grades 1, 3, and 6 where increases of 15.1, 19.6, and 21.7 percentage points, respectively, occurred.

On the Mathematics Test, the percentage of students meeting the standard in 1988 ranged from a high of 91 percent in Grade 2 to a low of 70.2 percent in Grade 6. Other percentages were: Grade 1, 87.5 percent; Grade 3, 84.6 percent; Grade 8, 70.7 percent; and Exit Examination (first attempt) 77.6 percent. The greatest increases from 1981 to 1988 were 28.1 percentage points which occurred in Grade 8 and 23.1 percentage points which occurred in Grade 3. Significant improvements were also observed in Grades 1, 2, and 3 with increases of 16, 18, and 22 percentage points, respectively.

The BSAP Writing Test was administered in Grades 6 and 8 and at the Exit level. The Writing Test requires the student to write a composition based on a specific prompt. On the Writing Test, 78 percent of the sixth graders, 79.3 percent of the eighth graders, and 78.9 of the Exit Examination (first attempt) students met the standard. Since 1983, the performance of students in writing in Grades 6 and 8 has increased 9.1 and 13.9 percentage points, respectively. As with the Reading and Mathematics Tests, the Writing Test is not timed.

During the 1987-88 school year, the Basic Skills Section monitored 32 school districts, including 189 schools. Of the 189 schools monitored in the 32 school districts, 178 were found to be meeting all the requirements of the BSAP and EIA legislations and regulations.

The 25-member Basic Skills Advisory Commission, under the direction of its chairman, Wallace Brown, held seven meetings in 1988 (up to November, 1988) and was actively involved in monitoring the development and implementation of the program.

INTRODUCTION

The purpose of this report is to comply with Section 1(d)(2)(1) of the 1978 Act 631 (the Basic Skills Assessment Program) as amended, which requires that the State Board of Education, through the State Department of Education, "report the results of the program annually to the Governor, the General Assembly, the school districts and to the general public, together with any recommendations of the South Carolina Basic Skills Advisory Commission (BSAC) created pursuant to Section 1A of this Act."

The South Carolina Basic Skills Assessment Program (BSAP) was established by legislation enacted in 1978. Among the major provisions of this legislation are the requirements that the State Board of Education, through the State Department of Education: (1) establish statewide educational objectives in the basic skills of reading, writing, and mathematics for kindergarten through Grade 12 with minimum standards of student achievement for readiness and for Grades 1, 2, 3, 6, and 8; (2) select a readiness test to be administered at the beginning of first grade; (3) select or develop criterion-referenced tests in reading and mathematics to be administered at the end of Grades 1, 2, and 3; and (4) select or develop criterion-referenced tests in reading, writing, and mathematics to be administered at the end of Grades 6 and 8.

Additionally, the legislation required the participation of all public school districts in the program (Section 2) and the establishment of a Basic Skills Advisory Commission (Section 1A). The legislation also sets forth a schedule for the implementation of the various requirements of the BSAP (Section 4). The law explicitly requires that the results of the testing program be used as a basis for providing appropriate instruction for those students who do not achieve the minimum standards that are set.

There are two primary components of the legislation which are highly interrelated: an instructional component and a testing/evaluation component. Hence, the responsibility for implementing the various requirements of the Act is the responsibility of two sections in the Department of Education. The Basic Skills Section, Office of General Education, has as its focus the instructional component; the Student Assessment Unit, Educational Assessment Section, Office of Research, has responsibility for the testing and evaluation component.

The Basic Skills Section was created in 1980. The mission of the Basic Skills Section is to provide direction and leadership to districts for the development, implementation, and evaluation of basic skills programs and services to insure that effective compensatory and remedial instructional programs are provided in South Carolina's public schools. Included as a function of the section is insuring the completion of all instructional responsibilities assigned to the State Department of Education through the enactment of the Basic Skills Assessment Program Act.

The Student Assessment Unit of the Educational Assessment Section is responsible for carrying out activities related to testing and evaluation. These activities include test item development, test item revision, maintenance of the test item pool, score report development, workshop training for local personnel on test administration, and inservice to district personnel on utilization of test results.

The timetable in the BSAP legislation requires that specific activities be completed in each academic year. Descriptions of the yearly activities and accomplishments are presented in previous implementation reports. The 1988 South Carolina Department of Education Catalog of Publications and Audiovisuals (pages 3-5) provides a list and description of these annual reports, as well as other resource materials that have been developed to supplement the Basic Skills Assessment Program.

The Education Improvement Act of 1984 amended the Basic Skills Assessment Program legislation to replace the Grade 11 test with a high school Exit Examination and to develop a Science Basic Skills Program. The Exit Examination, consisting of writing, reading, and mathematics subtests, must be successfully completed by all South Carolina public high school graduates beginning in the 1989-90 school year. The establishment of science objectives and subskills was mandated for Grades 1 through 8; and science tests were mandated for Grades 3, 6, and 8. Science objectives and subskills were established during 1986-87.

As prescribed in the 1978 legislation, the purpose of this report is to present and explain the 1987-88 Basic Skills Assessment Program as prescribed in the 1978 legislation and as amended by the EIA in 1984.

ACCOMPLISHMENTS DURING 1987-88

In accordance with the BSAP Act of 1978 and the EIA of 1984, the Department administered the readiness test to all first grade students; administered criterion-referenced tests based upon the basic skills objectives to all students in Grades 1, 2, 3, 6, and 8; administered Exit Examination test items in Grades 10, 11, and 12 and to Adult Education students; fieldtested science test items in Grades 3, 6, and 8; and monitored the implementation of the instructional components of the Basic Skills Assessment Program. These activities and accomplishments are discussed in the following sections: "Test Administration - Readiness;" "Test Administration - Grades 1, 2, 3, 6, and 8 and Exit Examination;" and "Test Development and Implementation - Science." The report concludes with the "Basic Skills Advisory Commission" activities and recommendations.

TEST ADMINISTRATION - READINESS

Introduction

Section 1(b)(1) of the 1978 Act 631 (Basic Skills Assessment Program) requires that a readiness test be administered to all public school students at the beginning of Grade 1. According to the legislation, the test will be designed to measure a student's readiness to begin the formal school curriculum; and the results of the test are to be used to provide appropriate developmental activities to first grade students. The purpose of this report is to provide appropriate audiences with the results from the Fall, 1987, administration of the *Cognitive Skills Assessment Battery*.

The *Cognitive Skills Assessment Battery* (*CSAB*), published by Teacher's College Press, is an individually administered readiness battery requiring approximately 25 to 30 minutes per child for administration. The test is not timed; and, in the administration of the instrument, teachers are encouraged to use as much time as necessary to obtain an accurate assessment of each child.

The *CSAB* was selected for use in the Basic Skills Assessment Program primarily because of its relationship to the 18 kindergarten objectives. The instrument includes items related to the following areas: basic information, identification of body parts, color identification, shape identification, number knowledge, information from pictures, picture comprehension, story comprehension, multiple directions, large muscle coordination, auditory memory, visual-motor coordination, sentence recall, vocabulary, visual memory, symbol discrimination, letter naming, visual-auditory discrimination, auditory discrimination, and response during assessment. The last area, "Response During Assessment", is based on the teacher's observation of how the child reacts during the test administration. This last area is not included in the determination of "readiness;" however, the information which the teacher obtains during the one-on-one testing is useful to the teacher in understanding each child and planning appropriate learning activities for each child during the early days of the school year.

The Readiness Standard

Section 1(a) of Act 631 requires that the State Board of Education set minimum standards for readiness and for the basic skills areas of reading, writing, and mathematics. Additionally, school districts are required by Section 2 to notify parents of those students not indicating readiness for first grade work and provide appropriate developmental activities for these students. School districts must also advise the parents of any student not indicating readiness for first grade work to secure a complete physical examination for that child. As a consequence of the above requirements, the Department of Education and the State Board identified 88 of a possible 117 points as the minimum standard on the *CSAB*. To be considered as "ready," a child would have to score 88 or above on the *CSAB*.

The selection of the minimum standard was based on data collected during the fieldtest of the *CSAB* in the Spring of 1979. Prior to the administration of the test, teachers in the fieldtest were asked to rate each child in their classes in terms of the child's readiness for first grade work. The ratings used were "ready," "not ready," and "undecided." The "undecided" rating was used when a teacher was unsure about the child's readiness status. These teacher ratings were used in conjunction with actual student performance on the test to identify a standard which would clearly distinguish between the "ready" and "not ready" groups of students. Since the readiness classifications resulting from the score selected as the standard cut-off score were not always in agreement with teacher judgments, some students considered "ready" by the teachers may have been judged "not ready" by the test and vice-versa. This point should be considered when interpreting the test data.

Cautions in Interpretation of the Data

There are two major cautions which appear to be in order concerning the interpretation of the test results. The first of these relates to the minimum score for the determination of readiness and, the second, to the differences in performance between and among various groups and subgroups.

Although the procedures used in arriving at the "ready" score of 88 out of 117 points utilized a large amount of data and the best technical procedures available, there may exist little real difference in the cognitive development of two children who score 87 and 88, respectively, even though one is considered "not ready" and the other, "ready." The law requires that school districts provide appropriate developmental activities for those children who score below 88. Consequently, the State Department of Education continues to stress the necessity for meeting the needs of those children. At the same time, addressing the needs of all children, regardless of their scores on the readiness instrument, is a necessity. For those children who score considerably above or below the standard, differences in their cognitive development of "readiness" are usually apparent. However, for students who are at or near the standard, very small differences in development may not be as apparent and may be exaggerated by the classifications of "ready" or "not ready." Therefore, the teacher should carefully assess the readiness needs of each child using the *CSAB* results as a guide.

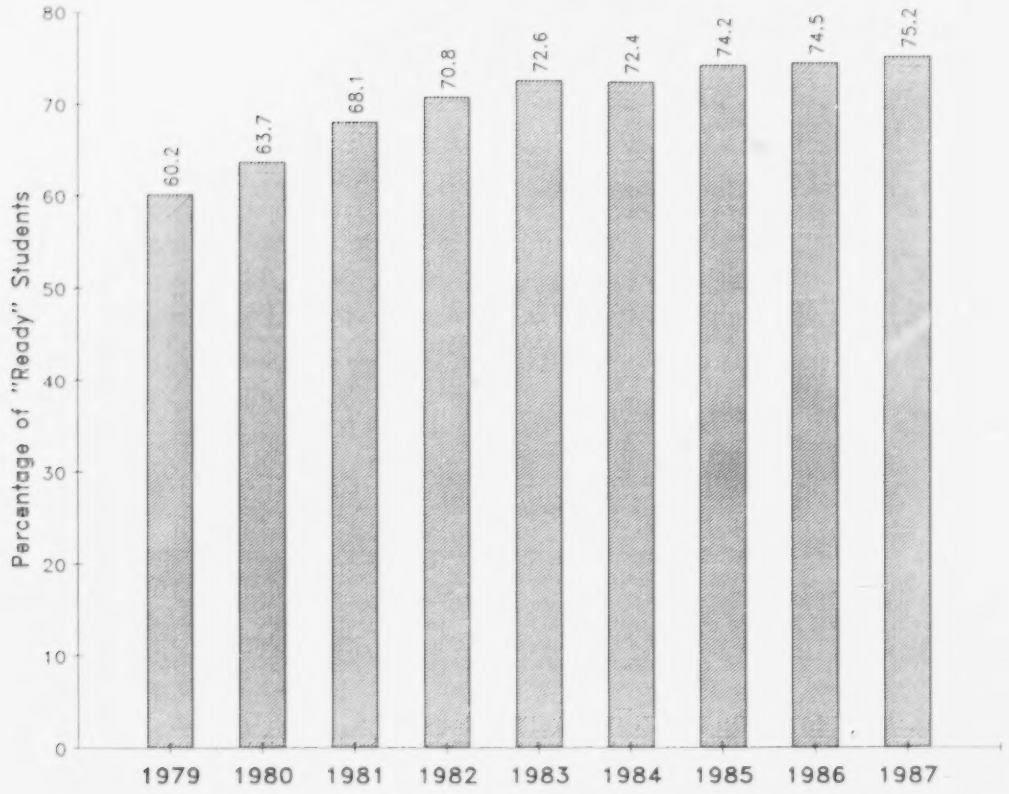
Each child's performance on the test provides valuable information concerning his/her degree of readiness **at the time of testing** and should be used by teachers for the purpose of planning appropriate programs for each child. The scores should not, however, be viewed as unchanging or unchangeable and under no circumstances should the scores be used for the purpose of labeling or tracking children. Some "not ready" students will progress more quickly than others, and they should not be retained in instructional groups which may have been created on the basis of *CSAB* scores. Additionally, use of the terms "passing" and "failing" with respect to performance on the test is inappropriate. The test results simply provide information to be used in meeting the needs of each child.

The second area in which extreme caution needs to be exercised in the interpretation of the data deals with the performance of various subgroups within the total population of first graders. While data for various subgroups can provide information as to which of the subgroups, as a whole, may need additional developmental activities in the first grade, the data cannot and should not be used as a basis for making cause and effect statements. For example, in looking at the percentage of students classified as "ready" by "type of educational program experienced as a five-year old" (Figure 4), a large discrepancy in percent classified as "ready" is noted between public kindergartens and Head Start programs. **These data do not support any conclusions about the relative effectiveness of the two programs.** The programs serve different populations of students, and there is no information available about differences that may have existed among these populations at the time of entry into the two programs. Thus, no information is available about how much gain children made in either Head Start or public kindergarten; and, consequently, there is no basis for making judgments about the relative effectiveness of the programs. Additionally, some differences in performance may be attributable to different emphases in the programs. For example, Head Start provides a number of social services, in addition to the educational component. This caution about the interpretation of the data is applicable to any comparisons when the populations involved differ significantly on some important characteristics.

Readiness of All Students between 1979 and 1987

Figure 1 presents the percentages of all students classified as "ready" between 1979 and 1987.

FIGURE 1
Cognitive Skills Assessment Battery
Comparison Across Years



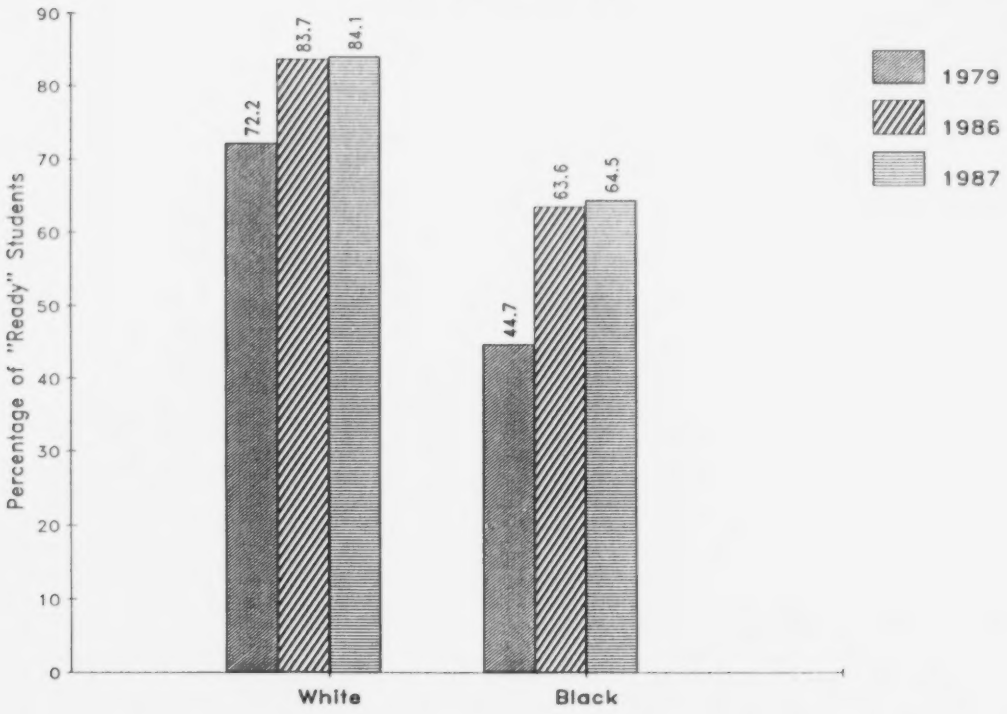
Of the 55,712 first graders tested on the *CSAB* in August and September of 1987, 75.2% were classified as "ready", with a minimum score of 88 out of 117 possible points. The percentage of students "ready" for the first grade has risen slightly above the past year's percentage (74.5%). Approximately 23% of the first graders were classified as "not ready" in 1987. The remaining 1.8% were classified as unknown.

Figure 1 also reveals the enormous increase in "readiness" scores over the past nine years. Between 1979 and 1987, there has been an increase of 15 percentage points in the number of South Carolina first graders classified as "ready." In 1979, 60.2% of the students were "ready." In 1987, 75.2% were "ready" for first grade activities. In other words, the proportion of first graders classified as "ready" increased by one-fourth from 1979 to 1987.

Readiness of Ethnic Groups between 1979 and 1987

Figure 2 shows the changes in the percent of "ready" students in two different ethnicity classifications, black and white, for 1979, the first year of the statewide administration of the *CSAB*, and for the last two years, 1986 and 1987. The numbers of students in the other three classifications were so small that conclusions regarding changes across years might be misleading. Both percentages and numbers of students in all classifications are reported in Table 1 in Appendix A.

FIGURE 2
CSAB Readiness of Black and White Subpopulations
1979, 1986, and 1987



As depicted in Figure 2, the scores of neither the black nor white students reflected great changes in "readiness" between 1986 and 1987. The percent "ready" for white students was 83.7 in 1986 and 84.1 in 1987. For the black students, the percent "ready" rose slightly from 63.6 in 1986 to 64.5 in 1987.

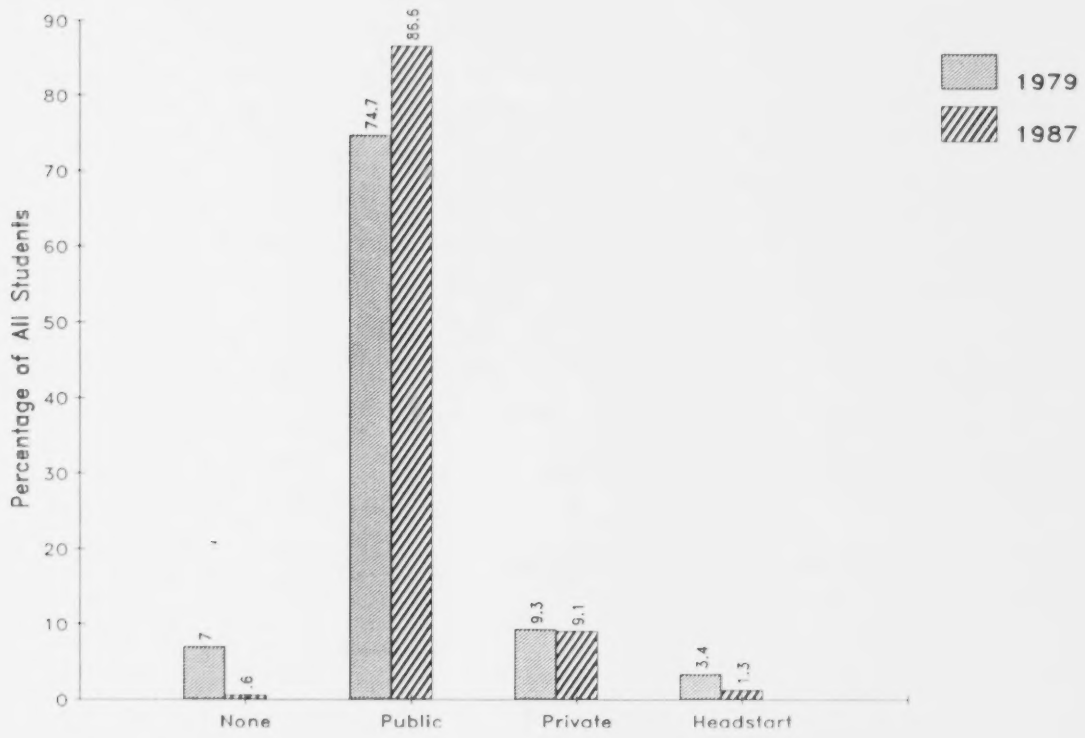
While the performance increase between 1986 and 1987 was small, performance on the *CSAB* showed significant improvement for both subpopulations between 1979 and 1987. The scores of the white students rose from 72.2% "ready" in 1979 to 84.1% in 1987, a gain of 11.9 percentage points. The gains reflected for black students for the nine-year period were even more spectacular, increasing from 44.7% in 1979 to 64.5% in 1987, a gain of 19.8 percentage points.

Readiness of Groups with Differing Pre-First Grade Education

Differences in pre-first grade education, home environment, and other factors all combine to produce the "readiness" of a child for the first grade. One of the explanations for the differences in scores, educational experiences, can be examined through available data.

The pre-first grade educational experience of South Carolina students changed considerably between 1979 and 1987. Figure 3 shows the percent of students in each of four identifiable experiential categories in 1979 and in 1987.

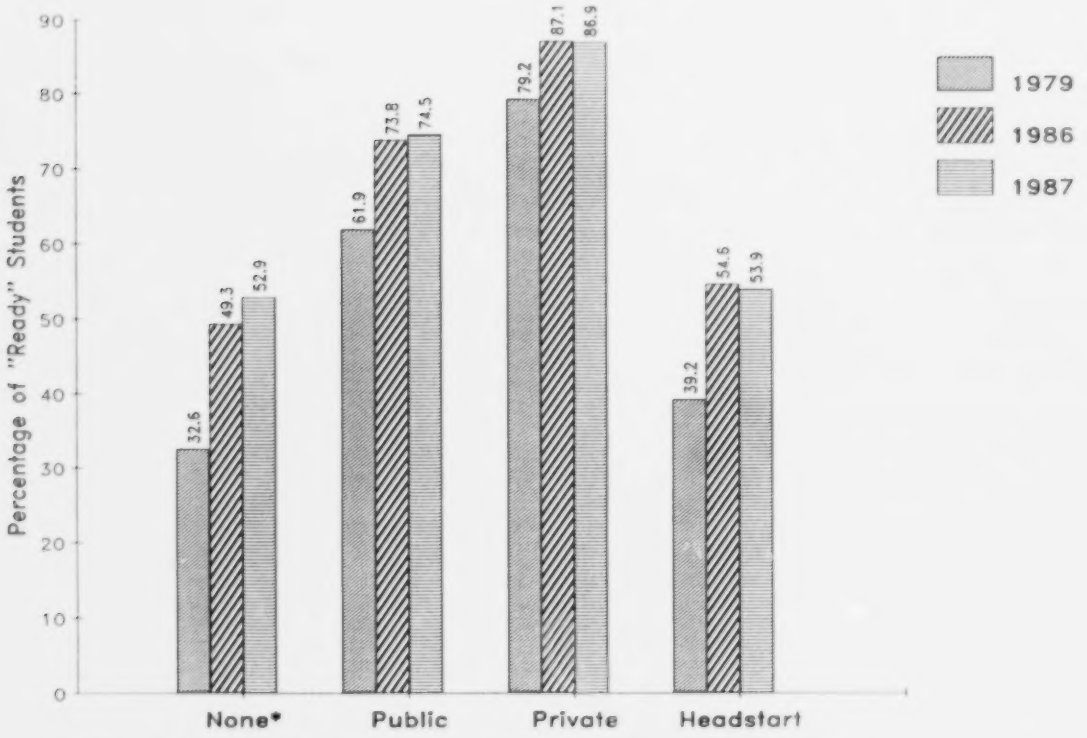
FIGURE 3
Pre-First Grade Educational Experience
1979 and 1987



Of particular significance is the substantial decrease in the percentage of students with no pre-first grade educational program, from 7% in 1979 to 0.6% in 1987. Meanwhile, the number of students attending public kindergarten rose from 74.7% in 1979 to 86.6% in 1987. The steady growth in the number of students attending public kindergarten may account for much of the increase in "readiness" for all students over the past nine years. Note that Kindergarten attendance became compulsory in 1984-85.

The percentages of students classified as "ready" in groups with different kinds of pre-first grade educational experiences are shown in Figure 4. Both the numbers and percentages of "ready" students in each of the four categories, as well as groups labeled "other" and "unknown," are presented in Table 2 of Appendix A.

FIGURE 4
CSAB Readiness of Students with Varying
Pre-First Grade Educational Experiences
1979, 1986, and 1987



*Note: These percentages are based on a very small number of students. Caution should be exercised in the interpretation of these results.

Figure 4 reveals that the only substantial gain over the past year was for the group with no pre-first grade educational program. The proportion of "ready" students with no pre-first grade program increased 3.6 percentage points, from 49.3% in 1986 to 52.9% in 1987. The percentage of "ready" Head Start students fell slightly from 54.6% in 1986 to 53.9% in 1987, a loss of 0.7 percentage points. As noted earlier, the group with no preschool educational program was especially small, so extreme caution should be exercised when interpreting changes in percentages across years.

The percentage of "ready" students in the group from private/non-profit kindergartens and the public kindergarten group showed little change over the past year. Figure 4 shows the "readiness" percentage for public kindergarten students as 73.8 in 1986 and 74.5 in 1987. The equivalent percentage for students from private/non-profit kindergarten programs was 87.1 in 1986 and 86.9 in 1987.

Gains across the last nine years were dramatic for all four groups. The percentage of "ready" students in the group with no pre-first grade educational program rose from 32.6 in 1979 to 52.9 in 1987, an increase of over 20 percentage points. The increase across the nine-year period was almost as large for the group of students from Head Start, with the percent "ready" increasing from 39.2 in 1979 to 53.9 in 1987, a gain of almost 15 percentage points. The percent "ready" in the group with public kindergarten experience rose 12.6 points, from 61.9 in 1979 to 74.5 in 1987. In the group with private/non-profit kindergarten experience, readiness levels rose from 79.2% in 1979 to 86.9% in 1987, an increase of 7.7 percentage points. As suggested previously, however, cautions are in order when interpreting the scores of these groups across years. One must remain cognizant of the small size of some of the groups and the possibility of change within a group. For example, the characteristics of the students in the "no program" groups have probably changed considerably since 1984 when kindergarten became compulsory.

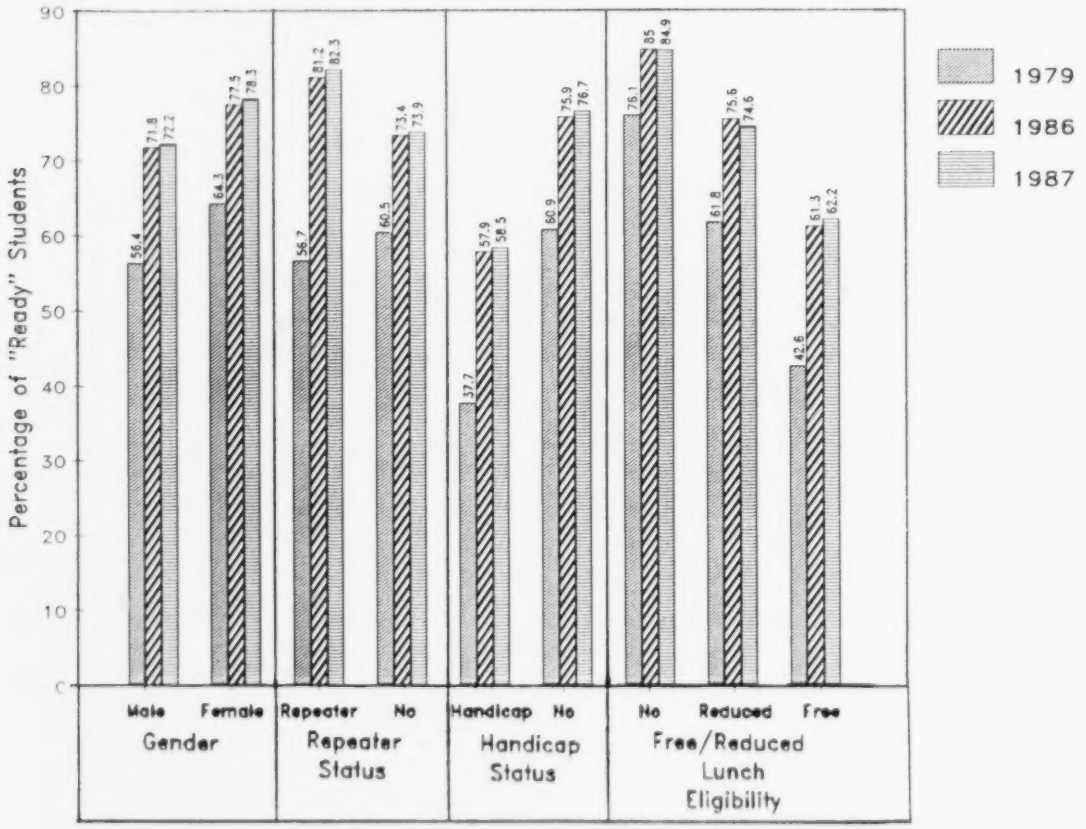
Some explanation of the impressive gains for all groups between 1979 and 1987 has been offered by the educators themselves. School observations by staff and conversations with school administrators and teachers have suggested that kindergarten objectives continue to receive more emphasis in public school programs, as well as in other programs for five-year olds. In addition, the enrollment of students identified as "at risk" in public programs for four-year olds is increasing across the State. A combination of these factors and the increase in the number of children attending some pre-first grade educational program offers a viable hypothesis for the increase in scores.

Readiness of Groups Classified by Gender, Repeater Status, Handicapped Status, and Free Lunch Eligibility between 1979 and 1987

Figure 5 shows the percentage of students classified as "ready" by gender, repeater status, handicapped status, and free lunch eligibility for 1979, 1986, and 1987. Table 3 which depicts the "readiness" levels of these groups for every year between 1979 and 1987 may be found in Appendix A.

FIGURE 5

CSAB Readiness of Students by Gender, Repeater Status, Handicapped Status, and Free Lunch Eligibility for 1979, 1986, and 1987



As reported in Figure 5, the percentages of male and female students who were "ready" for first grade activities changed very little between 1986 and 1987. The percentage of females who were "ready" rose from 77.5 in 1986 to 78.3 in 1987. The equivalent percentage for males was 71.8 in 1986 and 72.2 in 1987.

As presented in Figure 5, the readiness levels of repeaters rose slightly between 1986 and 1987. The percentage of repeating students who were "ready" was 81.2 in 1986 and 82.3 in 1987; whereas, the number of non-repeating students "ready" was 73.4 in 1986 and 73.9 in 1987.

The percentage of students "ready" for the first grade showed little change for the group of students labeled as handicapped (Figure 5). The percentage for handicapped students increased from 57.9 in 1986 to 58.5 in 1987. The "ready" percentage for the non-handicapped students was 75.9 in 1986 and 76.7 in 1987.

Finally, changes in the "readiness" levels for the last group of students, those differing in free lunch eligibility status, shown in Figure 5, were virtually non-existent over the past year. The percentage judged as "ready" on the *CSAB* in the group not eligible for free/reduced lunch was 85.0 in 1986 and 84.9 in 1987. The equivalent percentages for the reduced lunch group were 75.6 in 1986 and 74.6 in 1987 and, for the free lunch group, 61.3 in 1986 and 62.2 in 1987.

The "readiness" of all these groups improved greatly across the past nine years. The largest changes were for repeaters (25.6 percentage points), handicapped students (21.8 points), and students eligible for free lunch (19.6 points).

District Results for 1987

The percentage of students classified by the *CSAB* as "ready" in each district is reported in Appendix B. Included in this listing are the number of students tested (NTESTED), percentage of students not participating in any type of formal education program for five-year olds (PNOEXP), and the percentage of students in the free/reduced lunch eligibility category (PERLUNCH).

Interpretation of changes in scores across time and/or comparisons of districts should be made keeping the following cautions in mind.

1. There may be wide variation in readiness among schools within the same district.
2. *CSAB* scores are strongly related to several student characteristics, so comparisons of districts are valid only if the student populations are considered.
3. District scores normally fluctuate from year to year, and the degree of fluctuation is usually higher for small districts.
4. Because of the developmental nature of "readiness", the likelihood that all of the students in any district will ever be classified as "ready" seems virtually impossible.

Summary

The percentage of students "ready" for first grade activities, according to their *CSAB* scores, rose slightly between 1986 and 1987. In 1986, 74.5% of the students were "ready." In 1987, 75.2% of the students were "ready."

The "readiness" of several subpopulations of students was also examined. The largest gains over the past year were made by the lowest scoring and/or smallest groups within each subpopulation, i.e., students with no pre-first grade educational program, repeaters, and handicapped students.

Changes over the last nine years in the total percent of South Carolina students judged to be "ready" for the first grade remain impressive, however. This percentage rose from 60.2 in 1979 to 75.2 in 1987, an improvement of 25% in less than a decade. Increased attention to kindergarten objectives by public and private programs for five-year olds, the rising number of students participating in a pre-first grade educational program, and the initiation of statewide programs for "at risk" four-year olds are all possible reasons for these gains.

TEST ADMINISTRATION - GRADES 1, 2, 3, 6, and 8 AND EXIT EXAMINATION

Introduction

The South Carolina Basic Skills Assessment Program (BSAP), established by legislation in 1978, required the establishment of statewide educational objectives and the use of criterion-referenced tests to assess student performance on those objectives. The 16 basic skills objectives, which the BSAP Tests are designed to measure, were identified during the 1978-79 school year through a process which was guided by the Basic Skills Reading, Mathematics, and Writing Committees and involved over 18,000 South Carolina educators, as well as members of the general public. Each of the 16 objectives -- six in reading, five in mathematics, and five in writing -- is repeated at each grade level in essentially the same form but at a different level of complexity. Brief descriptors for the 16 continuing objectives in the three subject areas are presented below.

Reading	Mathematics	Writing
Decoding and Word Meaning	Concepts	Handwriting
Details	Operations	Mechanics
Main Idea	Measurement	Word Usage
Reference Usage	Geometry	Sentence Formation
Analysis of Literature	Problem Solving	Composition
Inference		

The BSAP Tests, administered in the spring of each year, were devised to assess the extent to which students have attained the statewide educational objectives. In Grades 1, 2, 3, 6, and 8, the Reading and Mathematics Tests consist of six multiple-choice items for each objective. Consequently, the Reading and Mathematics Tests at these five grades consist of 36 and 30 items, respectively. The subtests for the Exit Examination consist of 10 items for each objective, constituting a total of 60 items for reading and 50 for mathematics.

The Writing Tests in Grades 6 and 8 and at the Exit Examination level require that the students write compositions in response to a specific topic referred to as a writing prompt. The Writing Tests are scored according to the BSAP Modified Holistic Scoring Scale which consists of a set of four score point criteria. By definition of the score point criteria, papers that receive scores of 4 or 3 are judged to be adequate papers; papers that receive scores of 2 or 1 are judged to be inadequate. Zero (0) papers, which are illegible, off topic, or insufficient in length, are also considered inadequate.

Every composition is scored by a minimum of two raters. If the score point values assigned by two raters are on the same side of the cut score (either adequate or inadequate), the average of the two ratings is reported (e.g., scores of 3 and 4 equal a final score of 3.5). If the two score point values are on opposite sides of the cut score (e.g., scores of 2 and 3), the composition is scored by a third rater called a resolution rater. After the resolution rating, the two ratings on the same side of the cut score are

used to obtain the final student score. The papers that receive a less than adequate score are also scored using a modified analytic score scale to identify specific objectives (Mechanics, Word Usage, Sentence Formation, and/or Composition) in which the student exhibited deficiencies. (A deficiency on the Handwriting Objective is noted only if the paper is unreadable or illegible.)

Scores on the BSAP Reading and Mathematics Tests for all grades tested are reported as scale scores to districts, schools, teachers, and parents. The statewide standard was set at a scale score of 700. The scores on the BSAP Writing Tests are reported as 0, 1, 1.5, 2, 3, 3.5, and 4, with the standard set at 3. The first statewide administration of the Grades 1, 2, 3, 6, and 8 BSAP Reading and Mathematics Tests was in 1981 which is considered the baseline year. For the Grades 6 and 8 BSAP Writing Tests, the baseline year was 1983. The Exit Examination (reading, mathematics, and writing) was first administered statewide to tenth grade students in 1986 which constitutes the baseline year for the Exit Examination.

State Results

The BSAP tests were administered April 18 through April 22, 1988, in Grades 1, 2, 3, 6, and 8 and at the Exit Examination level in 91 districts in South Carolina and in Palmetto Unified and Youth Services. Students receiving special education services because of handicapping conditions were included in the testing unless their Individual Education Plans (IEP's), as required by Public Law 94-142, indicated that the BSAP Tests would be inappropriate. Administrative guidelines for testing handicapped students were developed with the assistance of a committee of specialists in the area of educating handicapped students.

In the following pages, the BSAP Test results for the State from 1981 to 1988 are presented and discussed by grade level. A bar graph of the results for each grade tested is presented, along with a brief discussion. The graphs show the percentages of students in Grades 1, 2, 3, 6, and 8 and at the Exit Examination level who met the standards in reading, mathematics, and writing. A bar graph is also provided for each subject area, showing the percentages of students meeting the standard in each grade from the baseline year through 1988. As previously discussed, the statewide standard for reading and mathematics is a scale score of 700; the standard for writing is a score of 3. Cautions which must be followed in the interpretation and utilization of all BSAP scores are described in Appendix A. District test results are provided in Appendices B and C.

Grades 1, 2, 3, 6, and 8. This year 54,327 first graders; 48,650 second graders; 46,498 third graders; 43,381 sixth graders; and 44,600 eighth graders were tested in reading and mathematics, for a total of 237,456 students. Writing was also assessed in Grades 6 and 8.

The 1988 BSAP results indicate that more than eight out of ten students in Grades 1, 2, and 3 and seven out of ten students in Grades 6 and 8 met the standards in reading and mathematics. As in 1987, the lowest percentage of students meeting the reading standard was in Grade 8 (73.6%), while the highest percentage was in Grade 3

(87.2%). In mathematics, the highest percentage meeting the standard occurred in Grade 2 (91.0%) and the lowest in Grade 6 (70.2%). In writing, 78.0% of Grade 6 students and 79.3% of Grade 8 students met the standard.

Compared to 1987, the percentages of students meeting the standards in reading and mathematics either increased or remained essentially stable in Grades 1, 2, 3, and 8. Although the percentages of Grade 6 students meeting the standard decreased slightly for reading and mathematics, both percentages remained well above those for the years prior to 1987. Increases also occurred for writing in Grades 6 and 8. The gain made by Grade 8 students in writing (4.1 percentage points) was especially noteworthy. The overall upward trend in BSAP test scores over the past seven years provides evidence of the progress in education in South Carolina since the initiation of the Basic Skills Assessment Program.

Exit Examination. In 1988, the Exit Examination was administered to all students in South Carolina public schools and Adult Education programs who: (1) met the State Board regulations to be classified as a tenth grader; (2) were classified as eleventh or twelfth graders but had not taken the Exit Examination; or, (3) regardless of grade level classification, had taken the Exit Examination during the last administration and failed to meet the standard on one or more subtests.

Several cautions are in order with regard to interpretation of Exit Examination data. First, one should remain cognizant of the particular group of students being analyzed. Students at several grade levels, with different attempt statuses (first, second, or third), and Adult Education students took one or more of the Exit Examination subtests. In addition, the demographics of any particular group may change drastically over time due to factors such as dropout rates and mobility. Moreover, since students have multiple opportunities to pass the subtests, many different analyses of the results are possible. In this report, only the percentages of particular groups passing the individual subtests and the entire Exit Examination are discussed.

In 1988, the scores of tenth graders who took the Exit Examination for the first time improved on all three subtests. This year 78.0%, 77.6%, and 78.9% of the 40,399 students in this group met the standards in reading, mathematics, and writing, respectively, while 62.8% passed all three subtests, compared to 58.3% last year. Of the 1,308 Adult Education students attempting the examination for the first time, 50.0% met the standard in reading, 37.2% in mathematics, and 43.3% in writing. This year 19.5% of the Adult Education students passed all three subtests on their first attempts.

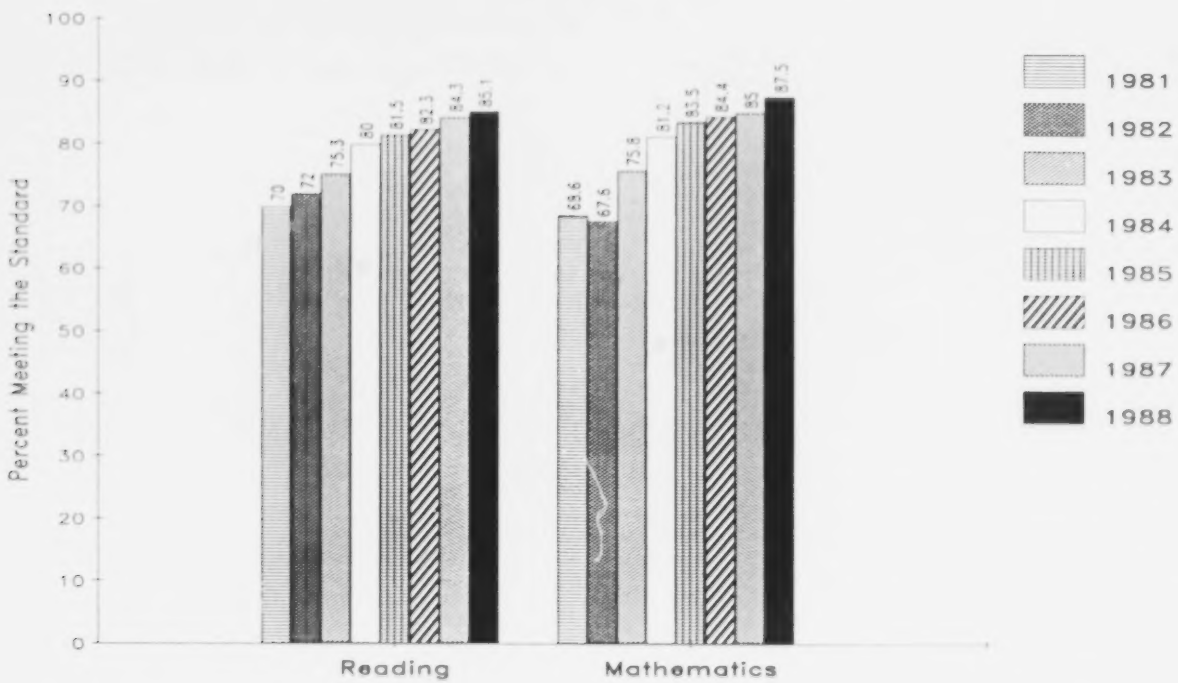
GRADE 1 BSAP STATE RESULTS

Figure 6 below shows the performance of Grade 1 students in both reading and mathematics. In 1988, the percentages of South Carolina first graders meeting the standards were 85.1% in reading and 87.5% in mathematics.

The performance of first graders has continued to improve across the years. Between 1987 and 1988, the percentages meeting the standards increased slightly (0.8 percentage points for reading and 2.5 percentage points for mathematics). The gains in the percentages meeting the standards between 1981 and 1988 have been substantial, a rise of approximately 15 percentage points in reading and 19 percentage points in mathematics.

FIGURE 6

Percentages of Students Meeting the Standards, 1981-1988
Basic Skills Assessment Program
Grade 1



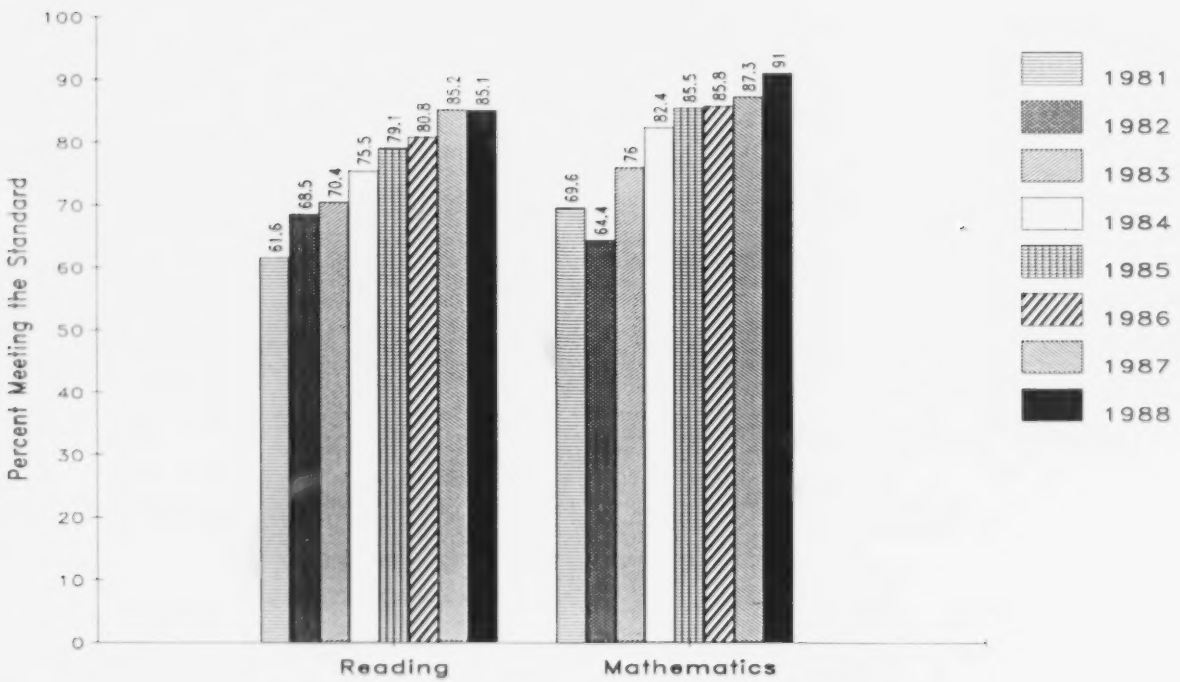
GRADE 2 BSAP STATE RESULTS

The percentages of second grade students meeting the standards in reading and mathematics are presented in Figure 7. This year, 85.1% of the students met the standard in reading; and 91.0% met the standard in mathematics.

Over the years, the performance of second grade students in both of these basic skill areas has shown improvement. From 1987 to 1988, the percentage of students meeting the standard in reading remained essentially stable, decreasing only 0.1 percentage point. In mathematics, however, a considerable gain was observed, an increase of 3.7 percentage points. During the last seven years, the gains in both areas have been dramatic. The percentage meeting the standard in reading has risen approximately 24 percentage points from 1981 to 1988. The improvement in mathematics over this same period has been almost as large, an increase of 21 percentage points.

FIGURE 7

Percentages of Students Meeting the Standards, 1981-1988
Basic Skills Assessment Program
Grade 2

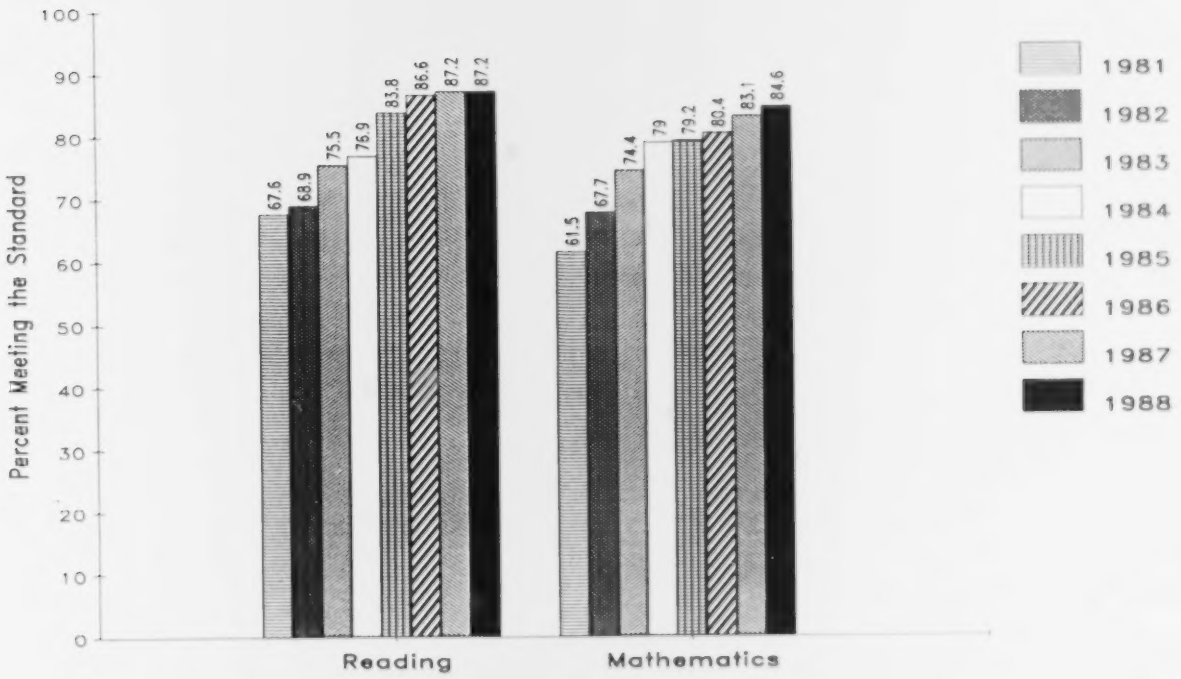


GRADE 3 BSAP STATE RESULTS

Figure 8 shows the percentages of students meeting the standards in reading and mathematics in Grade 3. In 1988, these percentages were 87.2% in reading and 84.6% in mathematics.

The performance of third graders changed very little from 1987 to 1988. The percentage meeting the standard remained the same in reading and rose just 1.5 percentage points in mathematics. Over the last seven years, third graders have made impressive gains in the two basic skill areas. In reading, the percentage meeting the standard has risen from 67.6% to 87.2%, a gain of nearly 20 percentage points. In mathematics, the percentage has risen from 61.5% to 84.6%, a gain of 23 percentage points.

FIGURE 8
Percentages of Students Meeting the Standards, 1981-1988
Basic Skills Assessment Program
Grade 3

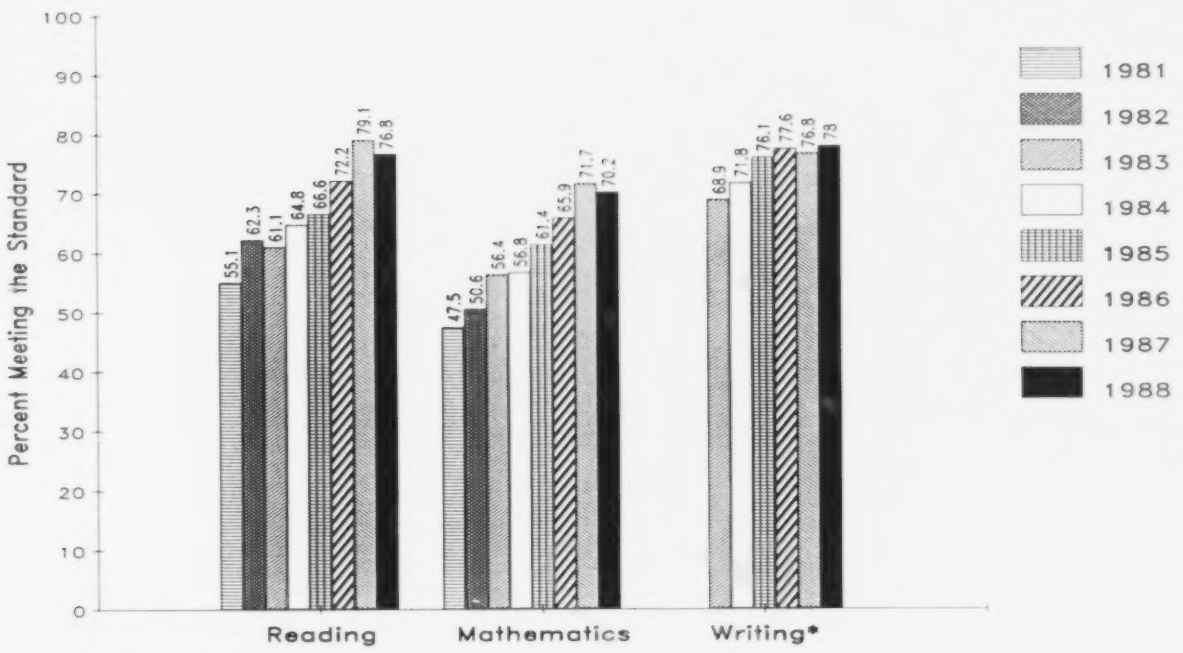


GRADE 6 BSAP STATE RESULTS

The percentages meeting the standards in reading, mathematics, and writing in Grade 6 are reported in Figure 9. This year, the majority of the students met the standards in the three areas: 76.8% in reading, 70.2% in mathematics, and 78.0% in writing.

Between 1987 and 1988, the percentages of sixth grade students meeting the standards decreased slightly in reading and mathematics (2.3 and 1.5 percentage points, respectively), while increasing slightly in writing (1.2 percentage points). Despite the decreases in reading and mathematics, the percentages of students meeting the standards in both areas remained well above the percentages prior to 1987. Observation of the data over the past seven years reveals impressive gains in both reading and mathematics, with increases of almost 22 percentage points in reading and 23 percentage points in mathematics between 1981 and 1988. Writing scores rose 9 percentage points between 1983 and 1988.

FIGURE 9
Percentages of Students Meeting the Standards, 1981-1988
Basic Skills Assessment Program
Grade 6



*The BSAP Writing test was administered beginning in 1983.

GRADE 8 BSAP STATE RESULTS

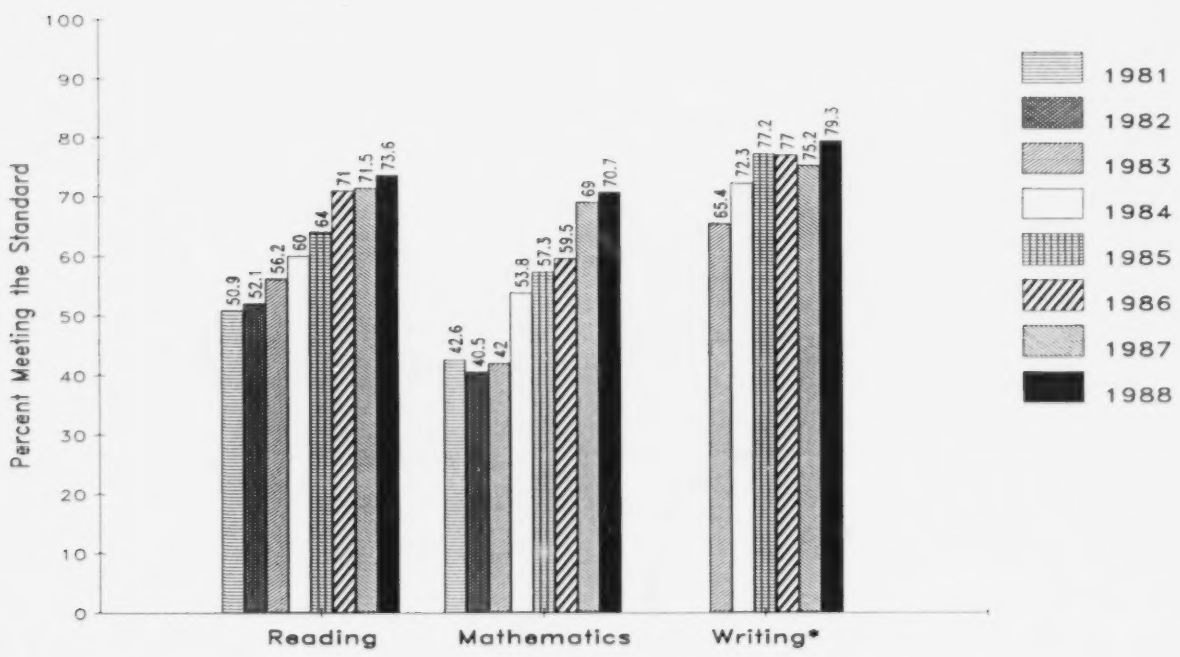
Figure 10 reflects the percentages of students in Grade 8 meeting the standards in reading, mathematics, and writing. Examination of all three areas reveals that the majority of students in Grade 8 met the standards. In 1988, 73.6%, 70.7%, and 79.3% of the students met the standards in reading, mathematics, and writing, respectively.

Across the years, the percentages of eighth graders meeting the standards in reading and mathematics has continued to move upward. Following the extraordinary improvement in mathematics performance from 1986 to 1987, there was a slight increase (1.7 percentage points) in 1988. Reading scores also rose (2.1 percentage points). The percentage of students meeting the standard in writing increased more noticeably (4.1 percentage points).

The rise in mathematics scores between 1981 and 1988 has been the most dramatic with a gain of 28 percentage points. However, the increase in the percentage of students meeting the standard in reading has also been quite large (23 percentage points). The performance of the eighth grade students in writing has improved approximately 14 percentage points since 1983.

FIGURE 10

Percentages of Students Meeting the Standards, 1981-1988
Basic Skills Assessment Program
Grade 8



*The BSAP Writing test was administered beginning in 1983.

BSAP EXIT EXAMINATION STATE RESULTS

The percentages of tenth grade students who met the subtest standards when they took the Exit Examination for the first time are represented in Figure 11 for 1986, 1987, and 1988. As shown in the bar graph below, 78.0% of the tenth graders taking the test for the first time in 1988 met the standard in reading, 77.6% in mathematics, and 78.9% in writing. In 1988, 62.8% of this group passed all three subtests.

Between 1987 and 1988, the percentages of these students meeting the standards increased in all areas. The greatest increase (4.9 percentage points) occurred in mathematics. There were gains of 2.2 percentage points in reading and 3.3 percentage points in writing. The percentage of tenth graders passing all three subtests of the Exit Examination on their first attempts increased 4.5 percentage points between 1987 and 1988.

Over the past two years (1986 to 1988), tenth grade students taking the Exit Examination for the first time have made gains on all three subtests. Increases of 5.6, 9.6, and 3.0 percentage points have occurred in reading, mathematics, and writing, respectively. The percentage of this group passing all three subtests has also risen, from 55.0% to 62.8%, an increase of nearly 8 percentage points.

FIGURE 11

Percentages of 10th Grade Students
Meeting the Standards on the Exit Examination
(First Attempt) in 1986, 1987, and 1988

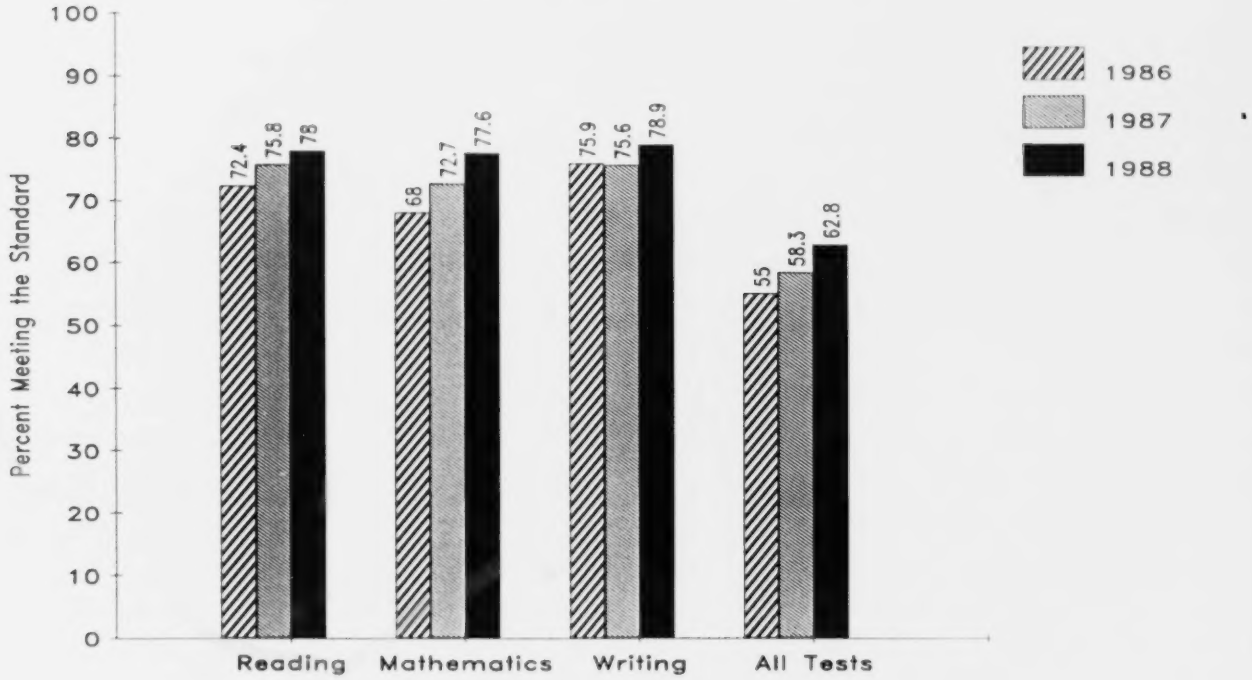
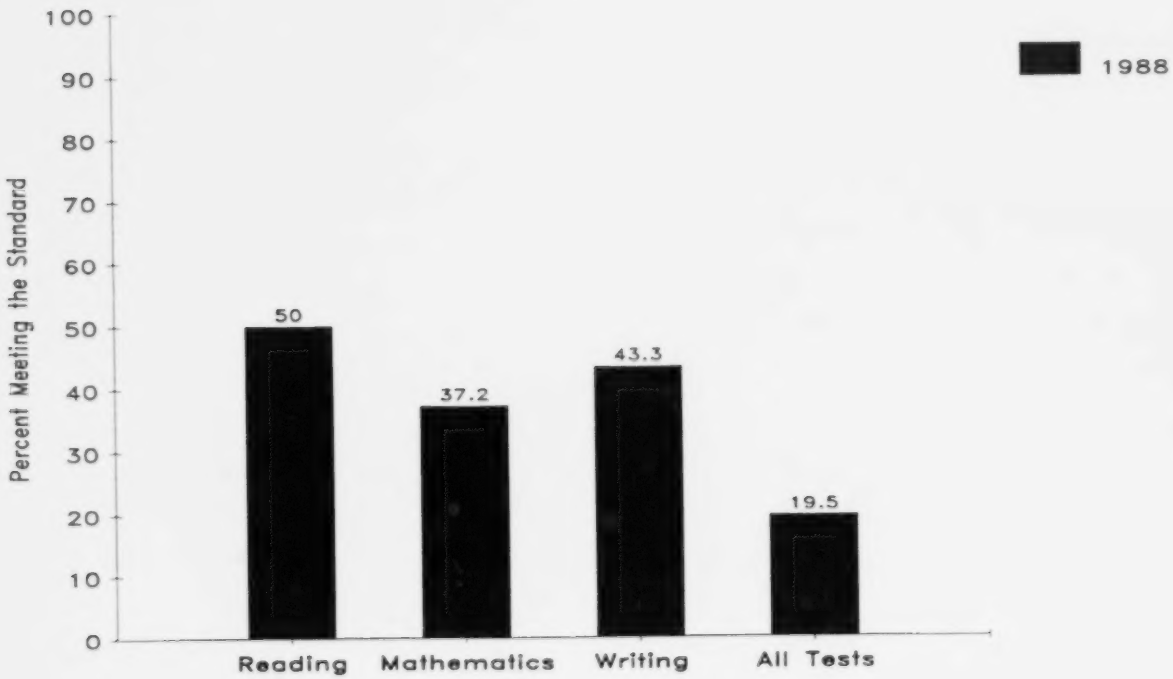


Figure 12 shows the percentages of Adult Education (AE) students who met the Exit Examination subtest standards on their first attempts. Because Adult Education populations vary greatly in composition, comparisons of AE scores from year to year may not be meaningful. For this reason, only 1988 results are reported for this group. All AE students taking the Exit Examination for the first time in 1988 are included in this analysis. This year 50.0% of these AE students met the standard in reading, 37.2% in mathematics, and 43.3% in writing. In 1988, 19.5% of these students passed the entire Exit Examination on their first attempts.

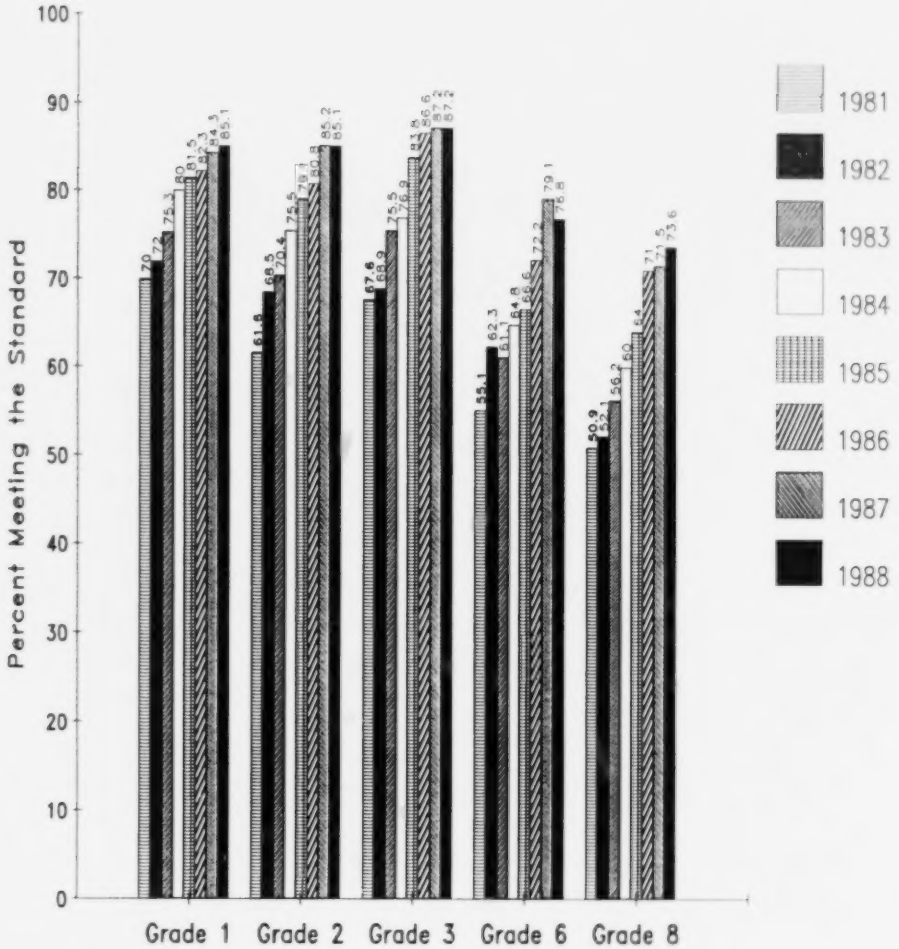
FIGURE 12
Percentages of Adult Education Students
Meeting the Standards on the Exit Examination
(First Attempt) in 1988



READING RESULTS, 1981-1988

Figure 13 shows the percentages of students meeting the standards in reading from 1981 to 1988. In 1988, increases were observed in the percentages of students meeting the standards for reading in Grades 1 and 8. From 1987 to 1988, the percentage meeting the reading standard in Grade 3 remained the same. Grades 2 and 6, which had the largest increases in 1987, showed slight declines in 1988 but remained well above the 1986 levels.

FIGURE 13
Percentages of Students Meeting the Standards in Reading
Basic Skills Assessment Program
1981 to 1988

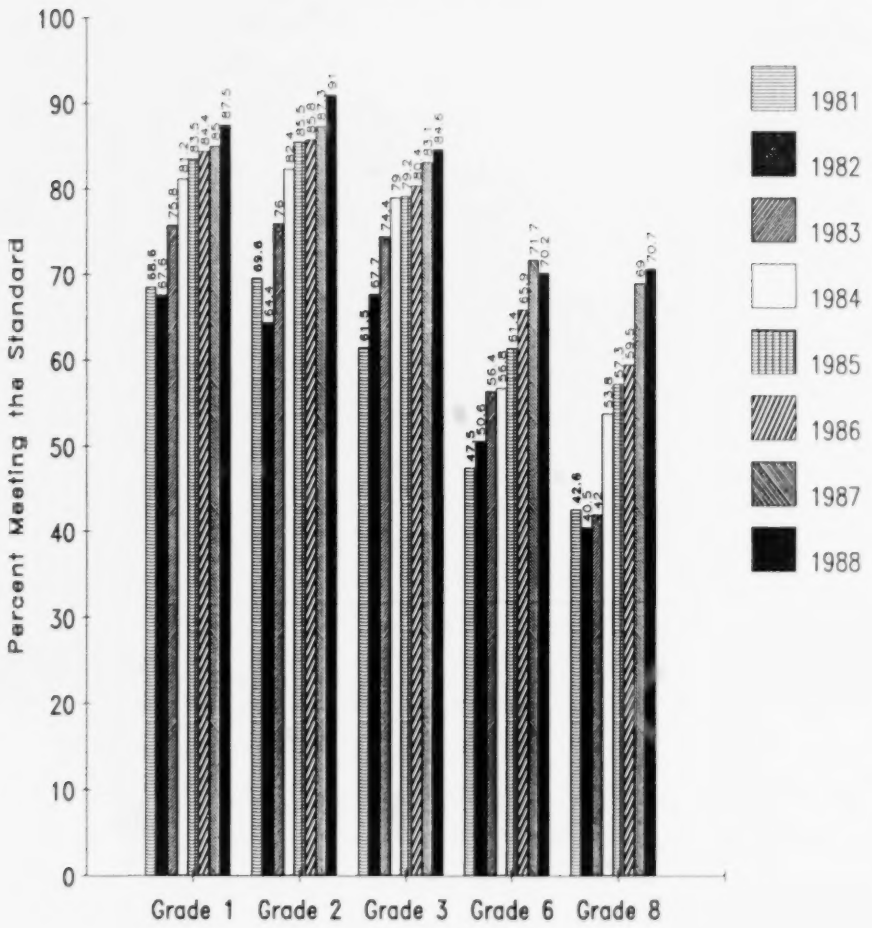


MATHEMATICS RESULTS, 1981-1988

Figure 14 shows the percentages of students meeting the standards in mathematics from 1981 to 1988. In mathematics, the percentages of students meeting the standards increased in Grades 1, 2, 3, and 8 from 1987 to 1988. A slight decline of 1.5 percentage points was seen in Grade 6, although these students remained well above the 1986 level.

FIGURE 14

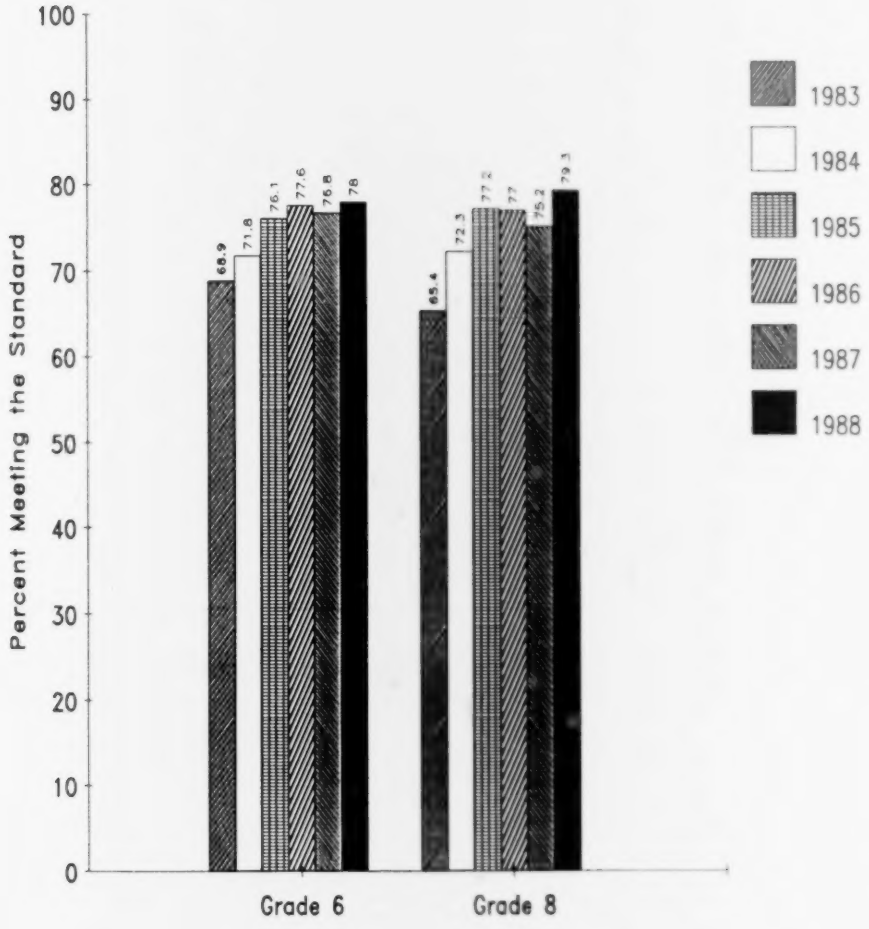
Percentages of Students Meeting the Standards in Mathematics
Basic Skills Assessment Program
1981 to 1988



WRITING RESULTS, 1983-1988

Figure 15 shows the percentages of students meeting the standards in writing from 1983 to 1988. The percentages of students meeting the standards for writing increased in both Grade 6 and Grade 8 in 1988. In Grade 6, an increase of 1.2 percentage points occurred, while an increase of 4.1 percentage points occurred in Grade 8. In both grades, the 1988 percentages were above those of any previous year.

FIGURE 15
Percentages of Students Meeting the Standards in Writing
Basic Skills Assessment Program
1983 to 1988



District Results for Reading, Mathematics, and Writing

The BSAP test results by district across years are reported in detail in Appendix G for Grades 1, 2, 3, 6, and 8 and in Appendix H for the Exit Examination, Grade 10 (first attempt). In reviewing the results presented in the appendices, remember that test data constitute only one type of information that must be used, in conjunction with other pieces of information, to evaluate educational quality. Other critical factors such as the entry characteristics of students, socioeconomic background, education of parents, etc. are strongly related to test scores. Hence, high test scores do not necessarily equate with high educational quality, just as low test scores do not always equate with poor educational quality. Within the confines of a single district, the characteristics of the student population are known and can be used by the district when evaluating its performance to determine program effectiveness. Thus, when interpreting the district data presented, consideration must be given to the inherent differences that exist among student populations served by individual districts.

Summary

For the third year, a clear majority of the students in Grades 1, 2, 3, 6, and 8 met the standards in BSAP reading, mathematics, and writing.

Over the past year, scores either increased or remained stable in reading and mathematics for all grades except Grade 6. Following substantial reading and mathematics gains in 1987, the performance of sixth graders in 1988 decreased slightly in both areas. However, the reading and mathematics scores for sixth grade students in 1988 remained well above those prior to 1987. Meanwhile, the percentages of students meeting the standards in writing increased from 1987 to 1988 in both Grade 6 and Grade 8.

Gains over the past seven years reflect the upward trend in scores in reading and mathematics. Since 1981, increases of about 20 percentage points have occurred in both basic skill areas for Grades 2, 3, 6, and 8. The gain of 28.1 percentage points in Grade 8 mathematics has been particularly impressive. Performance in writing has also improved over the past five years.

The state results of the BSAP Exit Examination were reported for the third time in 1988. This year 62.8% of the tenth graders attempting the Exit Examination for the first time passed all three of the subtests (reading, mathematics, and writing). The percentages of these students meeting the standards on the individual subtests were 78.0% in reading, 77.6% in mathematics, and 78.9% in writing.

Of the Adult Education students making their first attempts on the Exit Examination this year, 19.5% passed all the subtests. The percentages meeting the standards on the subtests were 50.0% in reading, 37.2% in mathematics, and 43.3% in writing. Over the past year, there was also a slight increase in the proportion of this group passing the entire Exit Examination (1.3 percentage points).

Between 1987 and 1988, the percentages of tenth grade first attempters meeting the standards increased for all three subtests. Gains of 2.2, 4.9, and 3.3 percentage points were observed in reading, mathematics, and writing, respectively. Over the past year, there was also an increase of 4.5 percentage points in the proportion of this group passing the entire Exit Examination.

TEST DEVELOPMENT AND IMPLEMENTATION - SCIENCE

Introduction

The Education Improvement Act of 1984 amended the Basic Skills Assessment Program (BSAP) Act to include science as a basic skill area. In accordance with this legislation, the Department of Education worked with the BSAP Science Committee to identify statewide objectives for grades one through eight. The following four objectives which reflect major areas of science learning were adopted by the State Board on January 8, 1986.

- Science Concepts - The student can apply science concepts.
- Science Process Skills - The student can apply science process skills.
- Science and Technology - The student can analyze the relationships between science and technology, as well as the relationships of science and technology to self, society, and the environment.
- Nature of Science - The student can demonstrate a comprehension of the nature of science.

The next phase of implementing this legislation focused on the assessment of these objectives in grades three, six, and eight. In May of 1987, the Department conducted the first fieldtesting of science test items. Three fieldtest forms were produced for each of grades three, six, and eight, for a total of nine different forms. Approximately 2,000 students took each form, resulting in about 6,000 students participating in the May, 1987, science fieldtest at each grade level.

Based on the fieldtest results, Department staff conducted item analyses and further reviews of the science items. These reviews indicated a need to continue item development and conduct additional fieldtesting. Only one science test form, at each of grades three, six, and eight, was administered statewide as part of the April, 1988, BSAP testing. The impetus for administering the forms statewide was to provide districts and schools with the opportunity to obtain as much information as possible for improving science curriculum and instruction.

Additional science fieldtesting is planned for Spring, 1989. As in 1987, three test forms will be administered in each of grades three, six, and eight. All students statewide will participate in the fieldtesting at each grade; each student will be assigned to take one of three forms given at a particular grade level. After the Spring, 1989, BSAP testing, the Department will have fieldtested sufficient science items to establish an item pool that can be calibrated on a common scale.

Spring, 1988, Science Administration

The Spring, 1988, science administration should not be viewed as a typical statewide administration. The test forms administered in 1988 were developed based on the available items and not the entire set of items that would ultimately be developed. Thus, the tests do not necessarily represent typical tests in terms of concept and skill coverage or in terms of test difficulty. As a result of revision and new item types deemed necessary based on the Spring, 1987, and Spring, 1988, administration, the nature of the tests is likely to change, especially in grade three. This year's results are not necessarily representative indicators of student performance in science and should not be regarded as baseline data that can be compared to results for subsequent years. Thus, to report overall state performance for the Spring, 1988, administration would be misleading.

The statewide results reported to South Carolina's school districts are limited to those contained in the State Item Response Summary. (See Appendix I.) The statewide results were presented in this form to give district and school personnel a way of gauging the relative strengths and weaknesses in their curricula.

Science Standard Setting

The Department plans to establish minimum standards of student performance on the BSAP Science Tests after the Spring, 1989, administration. Results of the statewide Science Objectives Survey, which was conducted during the Fall of 1985, indicated that many districts required time to address science program needs. Thus, before the standard is applied to evaluate students' science performance, districts will have had opportunities to:

- develop and implement curricular and instructional plans;
- provide in-service training for teachers and administrators;
- select and use the new state-adopted textbooks; and
- develop an understanding of how the BSAP Science Objectives are being assessed following the Spring, 1988, administration.

Based on the Spring, 1989, administration, the Department will establish several statewide test forms per grade and establish minimum standards of student performance at each grade level. Once established, the standards will be applied statewide in the scoring of test forms.

Use of Science Results

Purpose of Science Score Reports for 1988

As described above, the Basic Skills Assessment Program in Science is still in the developmental stages. Minimum standards of student performance will not be established until after the Spring, 1989, testing. By then, the Department will have developed an adequate item pool; and districts and schools should have developed and begun to implement plans which incorporate the BSAP Science Objectives.

The Science Score Reports for 1988 are intended, primarily, to provide district and school personnel with information that can be used in the curriculum development and instructional improvement process. Since standards have not yet been set for the Science Tests, the score reports do **not** provide information about student performance relative to a standard. Instead, the information in the reports includes item response data, raw score data, and descriptive statistics.

The information presented in the Science Score Reports should be interpreted with caution since the 1988 tests are not necessarily reflective of the final statewide forms that will be administered in Spring, 1990, and in subsequent years. As noted earlier, the 1988 results should **not** be regarded as baseline data, since extensive science item development and revision is still underway.

A final caution relates to the interpretation of objective and subskill results. The numbers of test item assessing each objective and subskill varies from objective to objective and from subskill to subskill, both within a grade and across grades. In general, the Concepts (CN) and Process Skills (PR) Objectives are measured by larger numbers of test items than the Science and Technology (STS) and Nature of Science (NS) Objectives. Consequently, at the objective level, the CN and PR Objectives provide the best estimates of student performance. The performance results for the STS and NS Objectives, as well as for the subskills within objectives (e.g., Life Science Concepts, Basic Process Skills), should be considered very gross estimates of performance at best. In some cases, these areas are measured by only two test items.

Description of Science Score Reports for 1988

Four types of Science Score Reports are being provided in 1988.

- Item Response Summaries (at district and school levels)
- Individual Student Reports (at the student level)
- Student Rosters (at district and school levels)
- Grade Summaries (at district and school levels)

Each type of report is described in "A Guide to Interpreting BSAP Science Score Reports" available from the South Carolina Department of Education, Office of Research. This guide presents sample reports, along with explanations of the scores and terms which appear on the reports.

Item Response Summaries. The Item Response Summaries are the most useful reports in terms of providing information that can be used in program development and instructional improvement. They are generated at the district and school levels. Descriptive information about student performance on each item is included in the reports.

From the school level report, for example, school personnel can examine on an item-by-item basis how school performance compares to district and statewide performance. Items measuring concepts and skills on which students performed well or poorly relative to the district or state may help highlight strengths or weaknesses in the school's instructional program. Similarly, district personnel can obtain a picture of their district science program by using the district level Item Response Summary. This report permits concept and skill comparisons between district and statewide performance.

In the individual item results, the items listed for each subskill (e.g., Life Science Concepts, Basic Process Skills) do not assess the entire subskill domain. Consequently, interpretation of data should relate to the specific nature of the concept or skill tested by the item and not extend to the subskill assessed. Complete descriptions of each subskill are provided in the *Pilot T&T in Science Series - Part 1* and *Part 2* - which have been distributed to school and district personnel.

Individual Student Reports. Copies of the Individual Student Report are generated for each student tested in science. The report provides the student's raw score information for the total test, each objective, and each subskill. School personnel can use the objective and subskill information to interpret an individual student's total test score. When reporting these results to parents, districts are urged to communicate the tentative nature of the information.

The Individual Student Report also presents background information about the BSAP in Science and descriptions of each objective and subskill. These descriptions should help familiarize school personnel and parents with the progress and goals of the Science Basic Skills Assessment Program.

Student Rosters. Student Rosters list each student tested at a particular grade level in the district or school. The number and percentage of items answered correctly, on the total test and for each objective, is printed for each student. In addition, the Student Rosters indicate the number of items answered correctly by each student for each subskill. The subskill information may help district and school personnel pinpoint particular curricular or instructional weaknesses within each objective.

Grade Summaries. The Grade Summaries provide descriptive statistics based on all of the students tested at a particular grade level in a district or school. Also included on the Grade Summaries are score frequency distributions for the total test and each objective. The frequency distributions provide an overall picture of student performance and should aid in the interpretation of summary statistics. This report is useful for determining the relative strengths and weaknesses of the school's or district's science program at the objective level (e.g., In which objective is district or school performance strongest relative to the other three objectives?; In which objective is performance weakest?).

Summary

In summary, the first "statewide" administration of the science tests in Spring, 1988, was, in actuality, part of the developmental process of establishing an item pool. In this sense, the Spring, 1988, administration was a fieldtest. Districts are still in the process of incorporating the BSAP Science Objectives into on-going instruction and are well on the way to accomplishing this task. The Department anticipates changes in future test results not only as a consequence of completing the item development process but also as a function of districts incorporating the BSAP Science Objectives into their curricular and instructional programs.

The implementation of the science programs is requiring much time and effort on the part of school district personnel. Districts are to be commended for their achievements as they continue to address the BSAP Science Objectives.

INSTRUCTION

The Basic Skills Assessment Program continues to impact public school programs and practices during each successive year of implementation. The following is a discussion of the monitoring process, findings, and major activities for 1987-88 which are related to instruction in the Basic Skills areas.

Monitoring

The Basic Skills Assessment Act (Section 8) mandated that the State Department of Education monitor and evaluate "the curriculum and instructional methods" of South Carolina school districts to insure compliance with its provisions. Passage of the Education Improvement Act (EIA) also necessitated promulgation of compensatory and remedial regulations and the monitoring of these programs. As of the 135-day Student Accountability Report, 105,370 student units (duplicated count for reading, writing, and mathematics) were served in the compensatory program; and 150,995 student units were served in the remedial program for a total of 256,365 student units served. During 1987-88, the staff of the Basic Skills Section and the Office of General Education reviewed the Basic Skills Assessment Program status of each school district through the District Superintendent's Assurance Form, which is an annual requirement. The Basic Skills Section staff monitored 32 school districts, including 189 schools. Of the 189 schools monitored, 178 were found to be meeting the requirements of the BSAP and EIA legislation and regulations according to new monitoring procedures instituted in 1986-87. With the new monitoring procedures, each school rather than the entire district receives an overall rating of either "Meets All Requirements" or "Does Not Meet All Requirements." Each school's monitoring report was forwarded to the district superintendent, and time was allowed for identified deficiencies to be corrected.

The Basic Skills Section is now on a schedule to monitor all school districts over a three-year period. Extensive assistance is provided to aid each school in meeting all requirements outlined in the BSAP legislation and EIA compensatory/remedial regulations. Technical assistance and records' reviews are offered to districts who will be monitored in the future.

In order to ensure the most effective utilization of EIA compensatory/remedial funds, procedures were established to monitor each district's funding status through the review of the 45-day and 135-day Student Accountability System (SAS) Reports generated by the Office of Finance. A list of possible problems was communicated to districts, along with suggestions for continued effective use of all available funds.

Compensatory programs which were identified as not meeting the required 1.0 NCE gain in the state evaluation report are required to undergo a formal process evaluation of the program. With assistance from Basic Skills Section consultants, fourteen schools not meeting the required gains conducted self assessments and formulated plans for program improvement. An on-site visit was scheduled for each of the three programs not meeting the requirement for three consecutive years.

Reading/Language Arts (Four Consultants)

In addition to conducting 80 staff development activities on reading and writing with teachers and administrators, the language arts consultants developed a position statement on writing and basic skills and a condensed version of the *Teaching and Testing Our Basic Skills Objectives, Reading*. An illustrated brochure was developed for dissemination to the districts. The brochure presented key information from a study by Ryan & Rowls (An Evaluation of Students' Reading Achievement in South Carolina Basic Skills Assessment Program, 1981 - 1985, 1988) and summarized seven years of data on students' reading performance on Basic Skills Tests.

Mathematics (Five Consultants)

Mathematics consultants conducted 98 staff development sessions with 2,405 teachers and administrators. Sessions were also conducted with 1,470 students in Grades 6-12 to model effective teaching strategies.

In concert with Educational Television and the Office of Instructional Technology (ITV), one consultant served on the BSAP-ITV Advisory Committee. All consultants wrote, reviewed, and edited scripts and teachers' guides for newly developed telelessons that targeted the most difficult of the BSAP mathematics subskills.

A mathematics consultant served as chairperson of the state textbook adoptions for Grades 1-8 and was appointed as chairperson of the general mathematics portion of the High School Adoption. The same consultant revised course descriptions for General Mathematics courses. All consultants participated in the review of textbooks (Grades 1-8) and served as facilitators during the formal hearings.

Science (One Consultant)

During the 1987-88 school year, a science consultant position was added to the Basic Skills Section to help districts implement the Basic Skills Science Objectives. Emphasis has been placed on helping school districts in the following ways: providing information on the Basic Skills Assessment Program in science; assisting in the development of science curricula which address the BSAP Science Objectives; and, integrating the BSAP Science Objectives in science instruction.

The science consultant has conducted 23 staff development sessions with teachers and administrators dealing with science basic skills, science instruction, and curriculum development. Technical assistance has been provided to school districts in the review of science programs and curricula. The science consultant has assisted in the correlation of instructional materials, such as Project Wild activities, Project Learning Tree activities, and ITV programs, to the BSAP Science Objectives. Additionally, the consultant served as an advisor to the Textbook Evaluation and Rating Committee for Elementary Science, Grades One to Six by reviewing elementary science textbooks and the correlation of the texts to the BSAP Science Objectives.

Early Childhood Education (Three Consultants)

The state-funded child development and parent education programs are supportive of the Basic Skills Assessment Program. Priority for funding is given to those districts with high incidences of children scoring "not ready" on the *Cognitive Skills Assessment Battery* (*CSAB*). During the 1987-88 school year, 42,296 students were served in kindergarten classes in 91 school districts through 1,418 half-day sessions and 303 full-day sessions. Half-day child development programs for four-year-olds were offered to all districts through an allocation system. Seventy-two districts utilized these funds to operate programs for a total of 8,451 students. Center-based child development programs operated primarily on a full-day basis in 22 districts and served 2,154 children, ages three to five. Eight districts continued operation of home-based parent education programs in 1987-88.

Assistance from Basic Skills Section staff to district kindergarten and child development programs was provided through on-site visits, curriculum development assistance, review of guides, and presentations at staff development workshops. Kindergarten recruitment and registration materials were disseminated to districts upon request.

Staff development was specifically designed for teachers and aides to assist them in implementing an appropriate program for the targeted four-year-olds. Pre-service workshops were held for newly employed teachers and aides to assist in implementation of the High/Scope Preschool Curriculum. Workshops for administrators were also held to acquaint them with program regulations and the High/Scope Curriculum. Program monitoring was accomplished through on-site visits conducted by staff. An evaluation system to monitor the effectiveness of the programs has been implemented.

State Department of Education staff worked in conjunction with the University of South Carolina to conduct an Early Childhood Summer Institute for approximately 250 teachers and administrators. In addition to other activities mentioned, early childhood education staff conducted workshops and made presentations which reached over 600 teachers and administrators. A publication entitled Continuity of Learning for Children Ages 4, 5, and 6 in South Carolina Public Schools, addressing the need for discussion of program likenesses and differences between preschool, kindergarten, and first grade, was developed for use in district staff development planning.

Support for Basic Skills Instruction through Cooperative Activities

Working cooperatively with other groups in the Department of Education, consultants from the Basic Skills Section impacted instruction in the basic skills areas by the following activities.

- The science consultant worked cooperatively with the Office of Research in the development and review of materials for the Basic Skills Assessment Program

in science. This has involved: development of the *Pilot Teaching and Testing in Science Series, Parts 1 and 2*; review of science test items; review of science test forms; review of Item Response Summaries for science test forms; conducting BSAP Science Committee item review meetings; conducting Regional Science Workshops for Directors of Instruction, BSAP Science Leaders, and Elementary Science Leaders; and, review and refinement of the Physical Science subskill in the Science Concepts Objective.

- Mathematics and reading consultants assisted the Office of Vocational Education by reviewing staff development materials and making recommendations on their correlation to the basic skills objectives and subskills.

- Several consultants assisted the School Improvement Section by serving as trainers for the Program for Effective Teaching (PET).

- Section consultants assisted the Office of Federal Programs by reviewing the instructional components of Chapter 1 applications and conducting on-site evaluations of these instructional programs in the schools visited for BSAP Monitoring.

- Designated reading and mathematics consultants cooperated with the Office of Adult Education to help develop practice Exit Examination activities and recommendations for textbooks.

- Consultants assisted the Education Data Center in critiquing plans for the development of the Pathways Project.

- Consultants cooperated with the Office of Research in developing a document entitled "BSAP Across-Grade Overview" and in reviewing the BSAP Item Response Summaries.

- Reading consultants worked with consultants in the Curriculum Development Section on the Task Force for Reading Improvement, developed activities for the Give-a-Child-a-Book Program, supported the Adopt-a-Library Program, evaluated compositions for the Robert C. Byrd Scholarship program, and conducted primary writing and staff development sessions for the summer writing conference at Columbia College.

- Consultants assisted the Office of Accreditation in reviewing the instructional aspects of applications for experimental programs.

- Consultants assisted the Governor's Remediation Initiative Project staff with curriculum review.

The Basic Skills Section staff worked cooperatively with numerous professional organizations as members, officers, and advisors. Basic skills instruction has been impacted through staff involvement and leadership.

BASIC SKILLS ADVISORY COMMISSION

Activities

The Basic Skills Advisory Commission, created by Act 631, consists of 25 members. Appointments to the Commission are made by the Governor, the State Superintendent of Education, the President of the Senate, and the Speaker of the House of Representatives. During 1987-88, the Commission held seven meetings and was actively involved in monitoring the development and implementation of the BSAP. A listing of the Commission membership for 1987-88 is provided in Appendix J.

Recommendations

The Basic Skills Assessment Program Legislation makes provision for the Basic Skills Advisory Commission to include recommendations and advice to the Governor, General Assembly and the State Board of Education. Pursuant to the provision of the law, the Basic Skills Advisory Commission makes the following recommendations:

1. That the EIA Select Committee give greater scrutiny to the fact that in some schools more than half of the students with long standing participation in remedial programs mandated by the Basic Skills Assessment Act have, nevertheless, not been able to meet BSAP standards. This is in marked contrast to other schools with students of similar ability levels and similar demographic characteristics where a greater percentage of the students have been able to meet BSAP standards.

2. That the State Board of Education and EIA Select Committee consider the inclusion of the quality of the school counseling program for accreditation of schools, a change which may involve legislative action. Special attention should be given to counseling students who score below standard on the Exit Examination or are candidates for scoring below standard on the Exit Examination. That classroom teachers should be exempted from functioning as counselors but should be a support to the school counselors. This recommendation should consider any added paperwork burden.

3. That thorough review be made of the Reference Book Library Program in public schools and that the State consider a one-time infusion of cash from whatever source appropriate for updating and maintaining a system thereafter at the expense of the State. The State might also consider making available to the public schools reference materials through the State and Public Libraries and/or the State Institutions of Higher Learning.

4. That immediate support be given for the development and implementation of an inservice training program in science for elementary and middle school teachers. That such funding, as necessary, be provided in addition to present funding such as Critical Teaching Needs.

APPENDIX A

NUMBER AND PERCENT OF
STUDENTS TESTED ON THE *CSAB*, BY SUBPOPULATION
1979, 1986, 1987

TABLE 1

NUMBER AND PERCENT OF CSAB STUDENTS TESTED AND "READY" BY ETHNIC GROUPS 1979, 1986, AND 1987

Subgroup	1979		1986		1987	
	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready
White	26,983 55.6	19,492 72.2	29,787 54.0	24,928 83.7	30,044 53.9	25,268 84.1
Black	21,047 43.4	9,398 44.7	24,843 45.0	15,801 63.6	25,053 45.0	16,151 64.5
Asian American	263 0.5	171 65.0	325 0.5	240 73.8	339 0.6	264 77.9
Hispanic	98 0.2	63 64.3	180 0.3	125 69.4	183 0.3	123 67.2
American Indian	54 0.1	17 31.5	56 0.1	34 60.7	56 0.1	42 75.0
Unknown	80 0.2	47 58.8	24 0.04	15 62.5	37 0.1	29 78.4
All Students	48,525 100.0	29,188 60.2	55,215 100.0	41,143 74.5	55,712 100.0	41,877 75.2

TAB

NUMBER AND PERCENT OF CSAB STUDENTS TE
PROGRAM EXPERIENCE
1979, 1986

Subgroup	1979 # Tested % of Total	1979 # Ready % Ready	%
No Program	3,390 7.0	1,105 32.6	
Public Kindergarten	36,147 74.7	22,358 61.9	
Private or Non–Profit Kindergarten	4,525 9.3	3,584 79.2	
Head Start	1,627 3.4	638 39.2	
Other (Nursery Schools, etc.)	807 1.7	499 61.8	
Unknown	1,909 3.9	930 48.7	
ALL STUDENTS	*48,406 100.0	*29,114 60.2	

*Note: "# Tested" in this table differs from "# Tested" in
on the response forms.

BLE 2

ESTED AND "READY" BY TYPE OF EDUCATIONAL
D AS A FIVE–YEAR OLD
, AND 1987

1986		1987	
# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready
422 0.8	208 49.3	350 0.6	185 52.9
47,284 85.6	34,872 73.8	48,264 86.6	35,943 74.5
5,291 9.5	4,611 87.1	5,085 9.1	4,419 86.9
789 1.4	431 54.6	742 1.3	400 53.9
307 0.6	235 76.5	325 0.6	251 77.2
912 1.6	629 69.0	836 1.5	593 70.9
55,215 100.0	41,143 74.5	55,712 100.0	41,877 75.2

Table 1 because the data for some students were not recorded

TABLE 3

NUMBER AND PERCENT OF CSAB STUDENTS TESTED AND "READY" BY SEX, FIRST GRADE REPEATER OR NON–REPEATER, HANDICAPPED OR NON–HANDICAPPED, AND ELIGIBILITY FOR FREE/REDUCED–PRICE LUNCH PROGRAM 1979, 1986, AND 1987

Subgroup	1979		1986		1987	
	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready	# Tested % of Total	# Ready % Ready
Female	23,142 47.7	14,876 64.3	26,286 47.6	20,363 77.5	26,948 48.4	21,093 78.3
Male	25,340 52.2	14,286 56.4	28,911 52.4	20,770 71.8	28,745 51.6	20,767 72.2
Repeaters	4,951 10.2	2,807 56.7	8,048 14.6	6,537 81.2	8,798 15.8	7,239 82.3
Non–Repeaters	43,430 89.8	26,279 60.5	47,076 85.3	34,540 73.4	46,808 84.0	34,568 73.9
Handicapped	1,629 3.4	614 37.7	4,207 7.6	2,435 57.9	4,544 8.2	2,657 58.5
Non–Handicapped	46,768 96.6	28,485 60.9	50,859 91.0	38,606 75.9	51,040 91.6	39,132 76.7
Not Eligible for Free/ Reduced Price Lunch	20,447 42.3	15,564 76.1	28,493 51.6	24,222 85.0	29,639 53.2	25,164 84.9
Eligible for Reduced Price Lunch	3,376 7.0	2,085 61.8	3,458 6.3	2,614 75.6	3,690 6.6	2,751 74.6
Eligible for Free Lunch	17,866 36.9	7,607 42.6	22,693 41.1	13,912 61.3	21,855 39.2	13,593 62.2

Note: Numbers of percentages for subgroups may differ from those for the State because of incomplete data for some students.

APPENDIX B

CSAB, FALL, 1979, TO FALL, 1987
PERCENT "READY" BY DISTRICT

CSAB DISTRICT S
PERCENT OF STUDENTS CL

DISTRICT	NUMBER TESTED	PNOEXP[a]	PERLUNCH[b]	CSAB 1979
ABBEVILLE	353	0.0	39.4	61.4
AIKEN	2129	0.3	37.9	55.8
ALLENDALE	210	0.5	90.0	42.2
ANDERSON 01	504	0.4	19.6	68.0
ANDERSON 02	282	0.0	22.7	56.7
ANDERSON 03	183	1.6	29.5	54.8
ANDERSON 04	194	1.0	33.0	61.2
ANDERSON 05	934	1.5	38.1	64.5
BAMBERG 01	150	0.0	65.3	54.2
BAMBERG 02	140	0.7	90.0	47.8
BARNWELL 19	99	3.0	81.8	52.3
BARNWELL 29	89	0.0	44.9	32.2
BARNWELL 45	205	0.0	47.8	71.4
BEAUFORT	1082	0.4	49.7	64.2
BERKELEY	2552	0.6	31.2	67.3
CALHOUN	163	0.0	77.3	55.4
CHARLESTON	4415	1.1	51.1	59.3
CHEROKEE	691	0.6	40.2	52.3
CHESTER	602	0.5	47.7	43.8
CHESTERFIELD	753	0.4	56.0	46.9
CLARENDON 01	108	0.0	96.3	33.0
CLARENDON 02	313	0.3	73.8	46.3
CLARENDON 03	120	0.0	74.2	48.4
COLLETON	610	0.2	57.2	53.1
DARLINGTON	1004	0.1	54.6	57.1
DILLON 01	108	0.0	68.5	23.1
DILLON 02	391	0.0	71.4	42.6
DILLON 03	136	0.0	76.5	60.4
DORCHESTER 01	NA	NA	NA	58.6
DORCHESTER 02	1197	0.3	22.8	69.2
DORCHESTER 03	NA	NA	NA	52.3
DORCHESTER 04	252	0.0	75.4	NA
EDGEFIELD	389	0.0	64.3	46.4
FAIRFIELD	304	1.0	74.3	35.7
FLORENCE 01	1310	0.7	49.1	62.9
FLORENCE 02	124	0.0	66.1	54.9
FLORENCE 03	442	0.0	77.4	47.6
FLORENCE 04	128	0.0	72.7	48.5
FLORENCE 05	106	0.0	54.7	57.3
GEORGETOWN	951	0.7	63.9	51.6
GREENVILLE	4810	1.0	33.9	69.9
GREENWOOD 50	770	0.5	45.1	63.3
GREENWOOD 51	85	1.2	12.9	71.1
GREENWOOD 52	123	0.0	23.6	83.9
HAMPTON 01	227	0.4	69.2	53.8
HAMPTON 02	159	0.0	95.0	27.9
HURRY	1975	0.2	46.9	58.3

[a] PNOEXP = PERCENTAGE OF STUDENTS HAVING NO KINDERGARTEN EXPERIENCE
[b] PERLUNCH = PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED LUNC

CORE SUMMARY
ASSIFIED AS READY

CSAB 1980	CSAB 1981	CSAB 1982	CSAB 1983	CSAB 1984	CSAB 1985	CSAB 1986	CSAB 1987
53.7	60.9	66.1	74.8	72.3	76.9	72.6	76.8
59.1	64.7	64.0	66.4	67.7	65.7	66.4	66.9
62.4	53.1	62.2	67.6	61.3	54.9	57.2	64.3
68.6	76.6	84.3	86.4	82.5	81.4	80.0	88.1
64.2	66.9	74.0	72.7	69.5	75.6	77.0	77.3
51.6	66.5	68.5	68.5	67.7	76.2	77.3	69.4
67.0	68.7	73.6	77.5	81.6	71.2	83.1	83.5
73.3	77.3	81.5	80.7	77.2	80.9	80.7	79.3
62.9	76.4	72.7	58.2	76.3	65.6	78.9	82.0
42.1	66.7	58.9	78.0	78.4	72.7	76.0	75.7
34.8	62.8	66.3	89.8	74.2	71.6	81.8	82.8
50.5	37.8	58.1	50.0	63.5	68.5	71.4	70.8
62.5	59.1	65.4	74.7	77.0	75.9	79.2	79.5
73.9	72.4	74.5	79.0	83.5	80.0	81.5	85.0
63.1	74.4	74.5	78.5	79.1	78.7	76.8	75.4
53.3	46.4	54.2	75.5	75.1	73.3	76.6	72.4
64.0	71.8	70.2	73.3	72.8	73.8	72.9	73.8
57.9	57.9	61.6	64.9	62.1	70.4	72.9	72.8
50.7	66.7	63.5	60.1	59.2	60.6	66.0	72.1
54.5	58.6	63.7	62.3	68.9	64.7	63.6	64.5
78.5	69.3	61.1	66.1	57.6	71.4	69.1	64.8
69.4	67.1	72.0	72.4	84.1	79.0	78.8	73.2
54.3	45.1	55.8	68.8	63.6	76.6	68.4	67.5
46.0	56.4	56.0	63.8	64.0	68.8	67.7	68.2
65.6	71.1	71.9	74.5	76.0	73.6	72.8	72.4
60.3	60.7	78.8	66.7	71.3	64.4	73.4	59.3
48.5	56.2	61.6	61.2	66.1	63.4	79.3	75.4
61.3	78.9	62.5	73.7	84.2	78.7	83.4	82.4
67.4	57.6	60.8	52.0	56.9	71.2	70.5	NA
69.8	75.4	75.4	77.2	75.6	77.1	81.3	80.1
50.6	56.2	55.4	65.8	58.6	57.5	63.0	NA
NA	NA	NA	NA	NA	NA	NA	59.5
56.2	54.7	61.3	62.7	60.6	64.6	67.8	72.2
45.6	42.7	61.3	62.6	57.9	78.1	80.6	82.6
65.6	69.0	73.5	72.9	63.4	73.3	74.1	74.1
71.7	72.6	74.6	64.7	68.9	73.3	74.8	80.6
56.3	62.1	64.3	62.7	56.2	64.4	55.5	59.7
53.4	45.4	41.2	34.7	46.7	68.9	59.3	57.0
63.2	61.9	66.7	67.0	75.4	66.4	67.2	63.2
49.2	58.3	62.9	63.1	60.1	69.5	68.1	69.4
70.5	71.7	73.9	75.4	77.4	78.4	77.3	77.4
64.0	64.4	73.2	70.0	67.0	71.5	72.5	73.9
78.3	82.0	85.5	86.2	84.8	90.8	80.2	85.9
82.7	78.8	75.3	74.3	88.8	91.1	93.5	87.0
62.4	72.0	69.6	76.1	70.6	74.2	74.0	72.7
25.4	34.7	46.7	50.8	57.6	48.5	67.3	55.3
61.7	64.1	70.7	74.7	74.9	76.0	74.4	72.3

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H.

CSAB DISTRICT
PERCENT OF STUDENTS C

DISTRICT	NUMBER TESTED	PNOEXP[a]	PERLUNCH[b]	CSAB 1979
JASPER	275	0.0	71.6	32.9
KERSHAW	733	0.0	40.9	66.5
LANCASTER	973	0.2	47.6	57.8
LAURENS 55	542	0.6	30.1	61.1
LAURENS 56	326	0.9	38.8	55.3
LEE	356	0.0	84.6	52.9
LEXINGTON 01	850	0.7	17.7	68.5
LEXINGTON 02	888	0.8	30.0	62.6
LEXINGTON 03	203	0.0	52.7	59.1
LEXINGTON 04	177	0.0	35.8	51.4
LEXINGTON 05	873	0.8	07.6	87.6
MARION 01	312	0.3	70.2	63.4
MARION 02	253	0.4	77.5	49.1
MARION 03	66	1.5	86.4	38.1
MARION 04	58	0.0	69.0	60.4
MARLBORO	493	0.6	75.7	46.7
MCCORMICK	130	0.0	80.0	50.0
NEWBERRY	525	0.2	51.8	53.6
OCONEE	816	0.9	29.0	71.4
ORANGEBURG 01	91	0.0	81.3	56.1
ORANGEBURG 02	77	0.0	94.8	43.2
ORANGEBURG 03	326	0.0	89.3	56.3
ORANGEBURG 04	149	0.0	53.0	64.9
ORANGEBURG 05	615	0.5	71.9	54.6
ORANGEBURG 06	71	1.4	63.4	27.6
ORANGEBURG 07	96	1.0	87.5	34.4
ORANGEBURG 08	58	0.0	75.9	79.2
PICKENS	1246	0.3	20.8	69.4
RICHLAND 01	2491	1.0	56.8	56.7
RICHLAND 02	913	0.3	21.4	71.3
SALUDA	224	0.4	52.7	63.7
SPARTANBURG 01	285	0.0	25.6	61.0
SPARTANBURG 02	540	3.3	21.1	68.0
SPARTANBURG 03	260	0.4	41.2	65.8
SPARTANBURG 04	207	0.0	39.1	66.1
SPARTANBURG 05	379	0.5	19.5	59.3
SPARTANBURG 06	626	0.0	22.4	78.2
SPARTANBURG 07	991	1.2	58.7	63.4
SUMTER 02	878	0.6	63.3	55.4
SUMTER 17	800	0.1	61.3	61.9
UNION	533	0.4	57.2	54.9
WILLIAMSBURG	728	2.5	90.1	46.7
YORK 01	358	2.0	43.0	45.4
YORK 02	249	0.8	19.7	56.2
YORK 03	1118	0.4	37.4	62.4
YORK 04	243	0.8	28.4	67.0

[a]PNOEXP = PERCENTAGE OF STUDENTS HAVING NO KINDERGARTEN EXPERIEN

[b]PERLUNCH = PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED LU

SCORE SUMMARY
LASSIFIED AS READY

CSAB 1980	CSAB 1981	CSAB 1982	CSAB 1983	CSAB 1984	CSAB 1985	CSAB 1986	CSAB 1987
37.5	47.2	48.9	59.6	68.4	72.0	64.4	61.5
66.5	75.7	77.2	79.0	76.9	77.5	80.0	79.9
64.2	69.4	69.3	69.7	75.6	79.1	77.9	80.8
73.6	73.3	71.6	76.2	71.2	73.5	69.9	72.3
54.9	59.2	66.7	64.3	65.2	73.5	71.7	72.1
70.1	81.7	63.2	62.4	75.7	66.6	67.7	77.5
75.0	79.0	81.2	84.3	82.7	78.8	81.3	84.7
60.6	67.8	68.2	70.1	73.9	71.7	70.0	72.2
77.6	75.0	88.4	70.9	68.3	71.5	70.2	70.4
57.9	52.2	62.4	58.2	70.1	66.4	71.1	68.9
87.2	89.8	93.4	94.3	92.5	94.2	93.7	92.4
65.0	68.0	67.6	73.1	71.8	78.6	78.1	76.3
51.5	46.2	61.4	61.6	71.3	65.9	69.2	73.5
62.3	61.4	51.4	73.0	68.8	53.6	69.6	74.2
64.1	47.2	83.3	54.8	68.9	81.8	68.1	70.7
57.5	56.4	65.7	64.8	69.0	65.9	62.0	72.8
68.5	61.3	58.5	68.6	72.3	70.8	67.6	76.9
66.0	73.0	72.8	79.4	73.8	78.0	77.9	77.9
69.7	73.2	77.1	77.8	79.4	82.7	81.9	83.5
86.8	71.1	79.6	80.0	68.1	78.3	80.0	85.7
51.1	59.1	41.5	81.3	62.5	86.3	97.0	96.1
51.8	64.7	65.5	64.6	66.3	66.0	64.2	66.9
61.9	58.2	67.6	86.9	83.0	84.5	84.8	81.9
55.5	61.5	64.1	68.6	69.5	65.6	72.0	72.0
43.7	31.1	29.9	45.7	58.0	75.9	79.1	94.4
39.4	50.0	52.5	56.2	64.0	69.1	79.1	79.2
73.3	29.8	73.3	70.0	65.8	84.0	74.6	79.3
71.8	75.6	76.9	79.1	76.6	79.1	79.8	80.1
59.1	61.3	66.4	66.9	65.5	66.0	68.3	67.4
69.1	74.1	77.4	80.7	78.0	81.7	79.8	79.0
63.8	70.5	68.8	74.3	79.3	75.4	74.3	80.4
59.9	69.9	67.4	75.6	75.4	77.5	82.5	83.5
69.9	74.2	79.8	82.3	86.4	85.1	87.1	80.6
72.9	84.5	87.3	90.0	91.5	92.5	94.2	96.5
66.0	75.7	75.8	78.4	77.2	83.4	76.3	88.4
67.8	76.1	76.1	76.6	74.5	78.7	78.0	81.8
79.8	84.8	82.5	86.7	89.4	88.1	87.4	85.5
64.4	69.3	72.5	70.4	67.0	70.8	70.0	72.1
55.2	62.0	64.8	65.4	60.5	66.3	66.3	66.3
68.2	72.5	72.4	72.4	62.5	72.7	70.0	70.0
64.1	65.2	74.2	77.8	77.3	80.9	84.5	78.4
54.3	54.3	63.5	56.2	58.9	64.1	64.1	65.5
44.9	51.2	60.1	62.7	66.7	70.3	69.5	74.3
59.9	69.3	70.7	73.5	76.0	77.7	73.0	81.9
67.7	76.4	75.3	78.6	76.6	75.1	75.0	78.0
67.7	68.8	85.6	80.1	76.9	73.0	76.7	86.0

CE.

NCH.

APPENDIX C

CAUTIONS IN THE INTERPRETATION
AND THE USE OF BSAP TEST DATA

CAUTIONS IN THE INTERPRETATION AND THE USE OF BSAP TEST DATA

The tests administered in the BSAP are criterion-referenced and, therefore, by design, measure student performance against a desired criterion or standard. In this respect, the BSAP Tests are very different from standardized norm-referenced tests such as the *Comprehensive Tests of Basic Skills* (*CTBS*). The *CTBS* and similar norm-referenced tests are designed to provide a basis for comparing the performance of a student or a group of students with the average performance (norm) of a nationally representative sample of students. In light of the inherent differences between norm-referenced tests and criterion-referenced tests, several cautions are presented in the ensuing discussion with respect to making comparisons and interpretations based on the BSAP data.

BSAP Tests as Measures of the BSAP Objectives. The BSAP Tests were developed based upon the BSAP statewide objectives and, consequently, are specifically intended for use in South Carolina. In contrast, the *CTBS* was developed based upon a representative sample of objectives nationwide and normed on a national sample of students. Since the BSAP Tests are only administered in South Carolina, there is no information available that indicates how students in other states or in the nation as a whole would perform on the BSAP Tests: therefore, the BSAP Tests lack comparative national norms by design. The BSAP Tests can be used to compare student performance to the present state standard but cannot be used to compare student performance to some national level of performance. The BSAP Tests and the *CTBS* were developed for different purposes. The intended purpose of the BSAP Tests, as stipulated in the legislation, is to assist in the identification of student deficiencies and to serve as a basis for providing instruction to this group of students. District and school data can be used to identify subject area and objective deficiencies for program improvement.

BSAP Tests as On-Grade Level Tests. The BSAP legislation requires the tests to be on-grade level and to be administered to all students at the specified grade levels with the exception of those handicapped students excluded by their individual Education Plans (IEP's). Consequently, caution must be exercised when interpreting test data for students whose instructional level is below the grade level of the test. Since the match between the ability of these students and the difficulty of the test is not optimal, the test results are not likely to provide as accurate a description of these students' performance as for students whose abilities more closely match the test.

Comparisons across BSAP Tests. Another caution relates to the legitimacy of making comparisons across basic skill areas and grade levels with the BSAP Tests. Since the difficulty of the tests may vary from mathematics to reading and from grade to grade, comparisons should not be made across different grades or across different basic skill area tests for a given grade. For example, a scale score of 680 on the Grade 8 BSAP Mathematics Test is not comparable to a 680 on the Grade 8 BSAP Reading Test. Since the tests are also not equated across grades, the scale scores are only comparable from one year to the next for the same basic skill area at the same grade

level. Consequently, apparent decreases in the percentages of students meeting the standards across grades may be misleading. For example, if a student receives a scale score of 710 on the Grade 2 BSAP Reading Test and the next year receives a score of 710 on the Grade 3 BSAP Reading Test, the assumption should not be made that the two scores have the same meaning.

Socioeconomic and Other Background Performance Factors. A frequent misuse of test data is the tendency to equate high test scores with educational quality. Users of the data should remember that test data constitute a single type of information that should be used in conjunction with other relevant information to evaluate educational quality. For example, entry characteristics of students such as socioeconomic background and the educational level of parents are factors which are strongly related to test performance. Comparisons of scores among schools and/or districts should not be made unless differences in the characteristics of students are accounted for in these comparisons.

Comparisons among Student Subgroups. Caution should be exercised in the interpretation of differences in the performance of various subgroups (e.g., male versus female) within the total population at any grade. While data for various subgroups can provide information as to which of the subgroups as a whole may be most in need of additional instruction, the data cannot and should not be used as a basis for making cause and effect statements about the effectiveness of instruction offered to different groups.

Interpretation of Results for Each Objective. A final caution relates to interpretation of performance by objective on the BSAP tests. A small number of items is used to test each BSAP objective. Since these items reflect only a sample of the skills encompassed by each objective, performance on each objective as reflected in the percentage of students needing improvement should be considered as approximate. For a particular year, differences in achievement across objectives measured by the BSAP Reading and Mathematics Tests can differ. These differences may be partially explained by the fact that the skills reflected in some objectives may be inherently more difficult and receive more instructional emphasis than those included in other objectives. Thus, comparing performance across objectives for a given grade (for example, comparing 6th grade performance across the six reading objectives) provides only an estimate of relative strengths and weaknesses. Additionally, caution must be taken when comparing objectives across years for a particular grade because test items and student populations taking the test change from year to year.

APPENDIX D

1988 STATE DEMOGRAPHIC REPORTS
GRADES 1, 2, 3, 6, 8, and 10

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE DEMOGRAPHIC REPORT

STATE COPY

GRADE: 1

SPRING 88

	MATHEMATICS								READING								
				PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT					
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	DW	DE	MI	RE	IN	AL
SEX																	
MALE	27673	795	86.6	5.6	26.2	11.5	9.1	9.2	27662	808	82.2	10.9	19.7	17.7	9.5	10.4	20.2
FEMALE	26299	804	88.6	4.1	22.8	9.7	10.6	8.1	26301	835	88.3	7.5	13.3	12.0	5.9	7.1	13.6
UNKNOWN	307	791	86.0	4.9	26.1	11.7	9.8	9.8	306	815	82.0	10.5	19.0	16.0	9.8	13.4	21.2
ETHNICITY																	
WHITE	29478	815	91.9	4.0	20.2	7.7	6.7	5.0	29479	841	89.3	5.9	13.0	11.1	5.1	6.8	13.0
BLACK	24192	780	82.1	6.0	29.9	14.3	13.7	13.2	24181	796	80.0	13.4	21.1	19.6	11.0	11.3	21.9
HISPANIC	143	800	87.4	4.2	23.1	11.9	8.4	6.3	143	820	85.3	9.8	15.4	14.0	7.7	7.0	19.6
ASIAN-AMERICAN	290	829	94.8	1.0	13.1	6.9	5.5	5.2	290	860	92.8	4.5	9.0	7.9	3.4	6.6	7.9
AMERICAN INDIAN	58	792	82.8	3.4	37.9	10.3	6.9	8.6	58	810	81.0	8.6	15.5	22.4	6.9	12.1	25.9
UNKNOWN	118	787	84.7	5.9	30.5	13.6	10.2	6.8	118	813	80.5	11.0	18.6	13.6	8.5	16.1	22.9
LUNCH PROGRAM																	
NO F/R LUNCH	30823	816	91.8	3.7	19.5	7.5	7.0	5.8	30829	844	90.2	5.4	12.1	10.0	5.0	6.0	12.1
FREE LUNCH	19328	773	80.6	6.8	32.5	15.8	14.1	13.3	19316	785	76.9	15.4	23.8	22.8	12.1	13.4	24.8
REDUCED LUNCH	3933	798	88.3	4.8	24.5	9.9	10.3	7.8	3928	814	85.7	8.7	16.9	14.7	7.4	8.3	17.1
TOTAL F/R LUNCH	23261	348	81.9	6.4	31.1	14.8	13.5	12.4	23244	360	78.4	14.3	22.6	21.5	11.3	12.6	23.5
UNKNOWN	195	789	83.1	4.1	31.8	12.8	10.3	10.8	196	816	81.1	13.3	15.8	18.4	11.2	12.8	21.4
HANDICAPPED																	
HANDICAPPED	7373	763	76.2	9.1	35.1	19.3	14.8	16.9	7343	770	71.0	19.4	28.6	27.1	15.6	17.3	29.7
NOT HANDICAPPED	46640	805	89.4	4.2	22.8	9.2	9.0	7.3	46660	829	87.5	7.6	14.7	13.0	6.4	7.5	14.9
UNKNOWN	266	769	78.6	8.3	33.5	17.7	13.2	15.0	266	779	70.7	17.3	25.9	22.9	18.4	15.4	31.2
GIFTED&TALENTED																	
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
REPEATER																	
REPEATER	8184	803	91.0	3.9	19.9	8.1	10.2	7.3	8165	816	89.3	6.2	15.2	12.1	5.5	6.4	14.9
NON-REPEATER	45277	799	87.1	5.0	25.2	11.0	9.7	8.8	45286	822	84.6	9.6	16.7	15.3	8.0	9.2	17.3
UNKNOWN	818	769	77.4	8.1	34.4	18.8	14.7	17.2	818	786	73.5	17.8	26.0	23.1	14.2	15.2	25.1
ALL STUDENTS	54279	799	87.5	4.9	24.6	10.7	9.8	8.7	54269	821	85.1	9.2	16.6	14.9	7.7	8.8	17.0

M81708

SOUTH CAROLINA BASIC SKILLS

STATE DEMOGRAPI

	MATHEMATICS											
				PERCENT NEEDING IMPROVEMENT								
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	
SEX												
MALE	24729	809	91.0	7.1	19.5	8.3	4.2	8.8	24673	791	81.1	
FEMALE	23632	811	91.0	7.0	18.6	9.5	3.4	8.9	23622	816	89.3	
UNKNOWN	267	801	87.3	7.5	19.1	11.2	3.7	11.2	268	798	84.0	
ETHNICITY												
WHITE	27678	829	94.9	4.6	14.7	5.2	2.7	5.7	27654	823	89.3	
BLACK	20378	784	85.5	10.4	25.1	13.9	5.3	13.2	20339	775	79.3	
HISPANIC	132	808	93.2	6.8	12.1	9.8	4.5	8.3	130	797	84.6	
ASIAN-AMERICAN	266	838	96.2	4.9	11.3	5.6	4.5	6.8	266	831	92.5	
AMERICAN INDIAN	52	819	90.4	3.8	17.3	5.8	5.8	7.7	51	784	84.3	
UNKNOWN	122	795	88.5	8.2	23.8	10.7	3.3	10.7	123	803	87.8	
LUNCH PROGRAM												
NO F/R LUNCH	28754	826	94.4	4.8	15.1	5.9	2.7	6.5	28740	824	90.0	
FREE LUNCH	15963	783	85.1	10.9	25.6	14.1	5.7	12.8	15920	768	76.6	
REDUCED LUNCH	3589	801	90.4	7.7	21.2	9.1	3.9	9.7	3583	794	84.1	
TOTAL F/R LUNCH	19552	275	86.1	10.3	24.8	13.2	5.4	12.3	19503	260	78.0	
UNKNOWN	322	793	85.7	8.7	22.7	15.2	4.3	11.2	320	781	76.6	
HANDICAPPED												
HANDICAPPED	5970	776	81.5	13.7	28.3	14.4	7.6	15.8	5901	748	66.3	
NOT HANDICAPPED	42424	815	92.3	6.1	17.8	8.1	3.3	7.8	42428	811	87.7	
UNKNOWN	234	791	83.8	11.1	20.9	14.5	5.1	15.8	234	777	79.9	
GIFTED&TALENTED												
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
REPEATER												
REPEATER	3224	796	89.8	8.4	20.1	9.4	5.1	12.0	3210	768	77.7	
NON-REPEATER	44989	811	91.1	6.9	18.9	8.8	3.7	8.6	44938	806	85.7	
UNKNOWN	415	772	81.0	12.5	27.5	19.3	5.1	14.5	415	770	74.2	
ALL STUDENTS	48628	810	91.0	7.1	19.1	8.9	3.8	8.9	48563	803	85.1	

M81708

S ASSESSMENT PROGRAM

HIC REPORT

STATE COPY

GRADE: 2

SPRING 88

D-2

READING					
PERCENT NEEDING IMPROVEMENT					
OW	DE	MI	RE	IN	AL
11.5	23.2	11.4	12.8	19.1	16.7
6.8	13.0	8.0	8.1	11.6	9.8
10.8	19.8	12.3	13.4	17.2	13.1
6.4	14.7	6.1	6.8	11.6	10.2
13.1	23.1	14.7	15.6	20.7	17.7
8.5	20.0	6.9	12.3	16.9	17.7
4.5	12.8	5.3	5.6	8.6	9.8
17.6	13.7	19.6	7.8	21.6	9.8
8.9	14.6	16.3	11.4	17.9	8.9
6.0	13.9	6.3	6.7	11.0	9.3
14.8	25.4	15.8	17.0	23.1	20.2
9.9	20.2	10.3	11.2	16.9	14.5
13.9	24.4	14.8	15.9	21.9	19.2
13.1	27.2	13.8	16.3	24.4	20.3
21.0	36.0	19.6	23.0	32.6	29.5
7.6	15.7	8.4	8.7	13.0	11.1
15.0	25.2	14.1	15.8	22.6	19.2
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
12.3	27.1	13.4	15.0	24.6	19.2
8.9	17.5	9.4	10.1	14.7	12.8
18.3	28.0	17.3	20.2	24.3	23.4
9.2	18.2	9.8	10.5	15.5	13.3

SOUTH CAROLINA BASIC SKILL

STATE DEMOGRAP

	MATHEMATICS											
				PERCENT NEEDING IMPROVEMENT								
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	
SEX												
MALE	23476	808	85.5	6.7	13.9	13.1	13.8	19.0	23404	788	84.3	
FEMALE	22725	801	83.8	7.9	10.1	17.8	14.5	23.0	22707	804	90.3	
UNKNOWN	268	788	79.1	8.2	15.3	19.4	19.4	27.6	266	782	86.5	
ETHNICITY												
WHITE	26538	829	91.0	4.5	8.9	10.3	11.0	14.1	26498	816	92.0	
BLACK	19359	769	75.7	11.2	16.4	22.6	18.5	30.7	19308	767	80.7	
HISPANIC	138	811	84.8	7.2	10.1	15.9	6.5	21.0	137	802	88.3	
ASIAN-AMERICAN	260	852	94.6	3.8	4.6	8.1	13.1	11.9	260	814	92.3	
AMERICAN INDIAN	55	804	90.9	0.0	20.0	9.1	16.4	14.5	55	789	83.6	
UNKNOWN	119	802	79.8	6.7	19.3	17.6	16.0	22.7	119	794	84.0	
LUNCH PROGRAM												
NO F/R LUNCH	27728	825	89.6	5.2	9.0	11.4	12.0	16.2	27695	815	92.0	
FREE LUNCH	14813	769	75.7	10.9	17.5	22.5	18.0	29.5	14762	762	78.9	
REDUCED LUNCH	3466	795	83.4	8.1	12.2	17.2	14.7	22.9	3459	784	85.7	
TOTAL F/R LUNCH	18279	226	77.2	10.4	16.5	21.5	17.4	28.3	18221	217	80.2	
UNKNOWN	462	803	82.7	6.9	13.9	14.9	16.0	24.0	461	788	83.7	
HANDICAPPED												
HANDICAPPED	4838	756	70.7	15.6	21.7	26.1	19.7	33.8	4751	742	66.5	
NOT HANDICAPPED	41382	810	86.3	6.3	10.9	14.2	13.5	19.5	41378	802	89.7	
UNKNOWN	249	799	81.5	7.2	14.9	16.5	10.4	26.1	248	788	83.1	
GIFTED&TALENTED												
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
REPEATER												
REPEATER	2378	775	81.6	9.3	12.7	16.8	15.8	27.6	2369	755	77.9	
NON-REPEATER	43539	806	84.9	7.1	11.9	15.2	14.0	20.6	43458	798	87.9	
UNKNOWN	552	776	76.6	13.4	17.9	24.3	20.1	23.0	550	768	78.7	
ALL STUDENTS	46469	804	84.6	7.3	12.0	15.4	14.1	21.0	46377	796	87.2	

M81706

S ASSESSMENT PROGRAM

HIC REPORT

STATE COPY

GRADE: 3

SPRING 88

READING					
PERCENT NEEDING IMPROVEMENT					
DW	DE	MI	RE	IN	AL
12.1	17.9	16.2	16.1	11.1	11.6
9.2	9.8	12.6	10.6	7.6	7.6
14.3	16.2	16.2	16.5	9.4	11.3
6.7	10.2	9.2	9.7	6.5	6.5
16.1	19.1	21.6	18.5	13.3	13.8
10.9	11.7	15.3	14.6	8.0	10.9
5.0	9.2	8.8	6.2	5.8	8.1
16.4	14.5	16.4	12.7	14.5	12.7
16.0	16.8	13.4	12.6	8.4	10.1
6.9	10.1	9.5	9.4	6.6	6.3
17.3	20.5	23.3	20.7	14.2	15.5
11.8	16.0	16.0	13.8	10.4	10.9
16.3	19.6	21.9	19.4	13.5	14.6
13.4	18.0	16.5	15.2	10.8	10.8
25.6	31.5	30.6	28.5	21.9	23.8
8.9	11.9	12.6	11.6	7.9	7.9
13.7	17.3	16.5	17.3	11.7	12.9
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A
17.6	22.4	23.2	18.9	15.8	16.9
10.2	13.4	13.9	13.0	9.0	9.1
17.5	21.6	21.1	21.1	14.0	16.5
10.7	13.9	14.4	13.4	9.4	9.6

SOUTH CAROLINA BASIC SKILL

STATE DEMOGRA

	MATHEMATICS											
				PERCENT NEEDING IMPROVEMENT								
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	
SEX												
MALE	21997	756	69.3	22.3	38.7	18.2	22.9	31.1	21976	753	73.6	
FEMALE	21131	761	71.3	20.2	30.8	25.8	20.3	26.6	21127	769	80.3	
UNKNOWN	127	714	48.8	36.2	55.1	29.9	32.3	47.2	126	717	61.1	
ETHNICITY												
WHITE	25315	787	80.1	14.8	28.0	13.6	17.2	20.6	25312	782	84.1	
BLACK	17316	716	55.6	31.0	45.3	34.3	28.2	41.3	17297	730	66.2	
HISPANIC	144	767	74.3	16.7	29.9	18.1	27.1	28.5	142	769	78.2	
ASIAN-AMERICAN	274	842	92.0	5.8	8.4	6.6	9.1	13.5	273	805	89.4	
AMERICAN INDIAN	106	724	56.6	26.4	50.0	33.0	34.0	38.7	106	733	66.0	
UNKNOWN	100	717	56.0	32.0	49.0	32.0	32.0	46.0	99	719	60.6	
LUNCH PROGRAM												
NO F/R LUNCH	27226	783	78.8	15.6	28.4	15.4	16.8	22.6	27228	781	83.8	
FREE LUNCH	12508	709	53.0	32.9	48.1	35.1	31.3	42.1	12483	722	62.4	
REDUCED LUNCH	3131	740	65.2	24.2	38.8	26.5	24.8	32.0	3127	747	73.9	
TOTAL F/R LUNCH	15639	76	55.5	31.2	46.2	33.3	30.0	40.1	15610	86	64.7	
UNKNOWN	390	746	64.6	24.6	36.9	22.8	26.7	31.5	391	752	74.4	
HANDICAPPED												
HANDICAPPED	2974	668	35.1	47.5	65.9	42.2	46.7	58.4	2938	684	42.3	
NOT HANDICAPPED	39926	766	73.0	19.3	32.5	20.4	19.7	26.7	39936	767	79.5	
UNKNOWN	355	721	56.1	30.1	45.6	28.2	33.2	40.8	355	735	65.6	
GIFTED&TALENTED												
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
REPEATER												
REPEATER	2407	713	54.3	32.8	48.8	31.7	30.4	41.0	2409	718	58.7	
NON-REPEATER	40291	762	71.4	20.5	33.9	21.3	21.0	28.1	40268	764	78.1	
UNKNOWN	557	719	55.7	31.4	50.4	28.0	31.6	40.9	552	737	66.1	
ALL STUDENTS	43255	758	70.2	21.3	34.9	21.9	21.7	29.0	43229	761	76.8	

M81748

LS ASSESSMENT PROGRAM

PHIC REPORT

STATE COPY

GRADE: 6

SPRING 88

READING						WRITING						
PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT				
DW	DE	MI	RE	IN	AL	NUMBER TESTED	% ABOVE STD	HW	MC	WU	SF	CP
18.6	29.1	19.8	25.4	21.6	16.7	21929	72.3	0.0	77.3	70.1	57.5	24.8
19.6	20.8	19.9	16.8	14.6	11.2	21099	84.0	0.0	69.9	73.7	62.1	21.7
36.5	40.5	33.3	43.7	31.7	25.4	125	56.8	0.0	79.6	57.4	55.6	16.7
11.8	21.3	13.6	16.6	14.0	10.3	25255	86.6	0.0	78.8	59.6	54.1	20.3
29.8	30.6	29.1	28.0	24.5	19.4	17279	65.3	0.0	72.4	77.8	61.9	25.6
24.6	24.6	12.7	24.6	16.9	15.5	144	88.9	0.0	62.5	62.5	43.8	18.8
10.3	13.9	11.0	14.7	8.1	7.7	270	86.7	0.0	61.1	86.1	58.3	27.8
24.5	33.0	36.8	25.5	24.5	17.9	106	67.9	0.0	85.3	82.4	67.6	17.6
30.3	43.4	30.3	39.4	32.3	23.2	99	57.6	0.0	83.3	73.8	64.3	21.4
13.3	20.8	14.2	16.7	13.9	10.0	27187	85.3	0.0	76.0	66.7	56.0	21.8
31.0	33.6	31.4	30.5	27.0	22.3	12456	62.8	0.0	73.6	75.8	62.2	25.8
22.3	27.7	23.0	22.8	20.7	15.5	3122	75.4	0.0	74.3	67.8	57.2	20.6
29.3	32.4	29.7	29.0	25.7	21.0	15578	65.3	0.0	73.7	74.7	61.5	25.1
20.5	30.7	21.0	25.1	20.7	17.9	380	76.5	0.0	82.4	76.9	53.8	24.2
44.1	53.2	39.2	47.1	43.2	37.0	2922	44.3	0.1	81.2	72.7	64.0	30.0
17.2	22.9	18.4	19.2	16.3	12.3	39878	80.6	0.0	73.2	71.0	58.0	22.4
25.4	39.2	23.7	30.4	27.9	21.7	353	64.0	0.0	85.8	72.4	66.1	19.7
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
26.2	38.2	31.3	32.5	32.9	24.5	2397	61.5	0.0	77.8	74.3	65.3	24.7
18.6	24.1	19.1	20.4	17.2	13.3	40214	79.1	0.0	74.4	71.1	58.3	23.6
25.7	35.1	26.6	28.8	26.4	22.1	542	69.2	0.0	77.2	66.5	66.5	20.4
19.1	25.1	19.9	21.2	18.2	14.0	43153	78.0	0.0	74.7	71.3	59.1	23.7

WRITING: Percent needing improvement is based only on the number of students who did not meet the standard, not on the total number of students taking the test.

SOUTH CAROLINA BASIC SKIL

STATE DEMOGR

	MATHEMATICS											
				PERCENT NEEDING IMPROVEMENT								
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD
SEX											
MALE	22180	751	70.5	35.4	16.2	26.9	23.3	28.8	22185	745	69.
FEMALE	22015	749	71.0	35.2	12.5	31.4	21.7	30.9	22026	764	77.
UNKNOWN	174	718	57.5	49.4	25.3	42.0	35.6	35.1	174	723	59.
ETHNICITY											
WHITE	26576	772	79.2	28.8	10.3	21.0	18.5	21.9	26599	774	81.
BLACK	17185	715	57.3	45.9	20.8	42.1	29.0	42.4	17179	723	61.
HISPANIC	139	756	77.7	31.7	10.1	23.7	20.1	23.0	139	754	76.
ASIAN-AMERICAN	270	838	90.4	12.6	5.6	11.5	11.9	12.6	270	803	86.
AMERICAN INDIAN	109	731	63.3	41.3	22.0	33.9	24.8	36.7	109	729	66.
UNKNOWN	90	712	48.9	47.8	28.9	50.0	41.1	35.6	89	720	56.
LUNCH PROGRAM											
NO F/R LUNCH	30384	767	77.1	29.9	10.9	23.6	19.1	24.2	30398	771	80.
FREE LUNCH	10929	708	54.1	49.7	23.3	43.3	31.4	44.2	10926	712	56.
REDUCED LUNCH	2759	735	66.4	38.9	16.6	34.3	25.4	34.9	2763	738	69.
TOTAL F/R LUNCH	13688	713	56.6	47.5	21.9	41.5	30.2	42.3	13689	717	59.
UNKNOWN	297	729	61.6	42.4	21.9	37.0	30.0	35.7	298	729	59.
HANDICAPPED											
HANDICAPPED	2832	661	29.2	68.9	42.5	59.7	52.0	62.2	2824	654	27.
NOT HANDICAPPED	41200	757	73.6	32.9	12.4	27.1	20.5	27.6	41226	761	76.
UNKNOWN	337	716	58.2	50.7	23.7	35.0	34.7	41.5	335	717	56.
GIFTED&TALENTED											
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/
REPEATER											
REPEATER	2446	710	54.7	48.4	23.1	39.7	34.1	42.5	2445	711	55.
NON-REPEATER	41164	753	71.9	34.3	13.7	28.4	21.7	29.0	41188	757	74.
UNKNOWN	759	717	56.9	49.8	22.0	38.9	32.7	38.7	752	724	61.
ALL STUDENTS	44369	750	70.7	35.4	14.4	29.2	22.6	29.9	44385	754	73.

M81748

LLS ASSESSMENT PROGRAM

APHIC REPORT

STATE COPY

GRADE: 8

SPRING 88

	READING						WRITING						
	PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT				
E	DW	DE	MI	RE	IN	AL	NUMBER TESTED	% ABOVE STD	HW	MC	WU	SF	CP
6	22.9	16.2	24.3	25.3	31.0	30.2	22112	73.2	0.1	68.9	75.2	63.9	18.5
7	22.6	12.1	19.5	17.5	20.0	21.4	21993	85.5	0.0	58.2	77.3	69.3	15.4
2	34.5	29.9	31.0	32.2	36.2	31.6	169	75.1	0.0	71.4	81.0	69.0	26.2
1	14.0	11.5	16.4	16.0	21.8	20.0	26527	87.8	0.0	71.0	63.4	62.9	17.9
8	36.5	18.4	30.5	29.8	31.6	35.0	17147	66.2	0.0	62.0	83.0	67.4	17.3
3	15.1	18.7	21.6	18.0	29.5	23.0	135	83.7	0.0	68.2	81.8	68.2	22.7
3	15.6	8.1	15.9	13.0	11.1	14.4	269	80.7	0.0	55.8	67.3	55.8	9.6
1	28.4	22.9	30.3	30.3	28.4	33.0	110	68.2	0.0	68.6	77.1	60.0	17.1
2	38.2	27.0	27.0	37.1	44.9	38.2	86	74.4	0.0	54.5	77.3	86.4	18.2
1	16.0	11.4	17.3	16.8	21.7	20.5	30315	85.4	0.0	66.2	70.5	64.9	16.6
8	40.1	21.6	33.8	33.4	35.5	39.4	10905	63.3	0.0	64.3	81.3	66.9	18.2
2	28.6	15.1	25.8	24.0	27.7	29.3	2760	76.4	0.0	63.8	78.8	65.5	17.5
3	37.8	20.3	32.2	31.5	33.9	37.4	13665	65.9	0.0	64.2	81.0	66.7	18.1
7	28.2	23.2	27.9	30.9	39.3	34.6	294	68.0	0.0	66.0	80.9	64.9	25.5
5	57.1	45.3	50.6	55.6	66.2	64.2	2807	36.7	0.0	72.4	76.5	67.0	28.5
9	20.3	12.0	19.9	19.0	22.7	23.1	41133	82.3	0.0	63.3	75.7	65.5	14.7
4	38.5	24.2	33.7	30.7	37.0	40.0	334	68.3	0.0	74.5	83.0	64.2	23.6
A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	34.5	23.5	33.1	33.4	41.5	40.0	2445	64.0	0.1	67.8	77.8	68.0	19.9
9	22.0	13.5	21.1	20.6	24.4	24.8	41087	80.4	0.0	64.8	75.8	65.6	17.0
4	30.5	22.5	28.2	27.9	37.6	36.4	742	70.8	0.0	68.2	73.3	65.0	24.0
6	22.8	14.2	21.9	21.4	25.6	25.8	44274	79.3	0.0	65.2	75.9	65.8	17.5

WRITING: Percent needing improvement is based only on the number of students who did not meet the standard, not on the total number of students taking the test.

SOUTH CAROLINA BASIC SKI

STATE DEMOGR

GRADE 10 - 1

	MATHEMATICS											
				PERCENT NEEDING IMPROVEMENT								
	NUMBER TESTED	MEAN SCALE SCORE	% ABOVE STD	CN	OP	ME	GE	PS	NUMBER TESTED	MEAN SCALE SCORE	% ABOV STD
SEX											
MALE	19787	776	79.4	15.2	23.5	20.2	22.4	16.8	19796	772	76.
FEMALE	20284	763	76.0	16.9	21.3	28.4	24.0	20.6	20278	780	79.
UNKNOWN	100	740	67.0	27.0	38.0	26.0	34.0	28.0	103	739	62.
ETHNICITY											
WHITE	24155	799	88.8	8.6	16.0	13.2	15.4	8.8	24156	806	87.
BLACK	15367	720	59.8	28.1	32.9	42.3	35.9	34.5	15365	728	62.
HISPANIC	153	783	85.6	8.5	17.0	11.8	17.6	11.1	153	794	86.
ASIAN-AMERICAN	318	838	91.5	7.2	6.9	14.2	9.4	9.4	320	818	86.
AMERICAN INDIAN	107	751	69.2	16.8	32.7	28.0	32.7	24.3	107	756	71.
UNKNOWN	71	732	64.8	31.0	39.4	39.4	33.8	25.4	76	749	67.
LUNCH PROGRAM											
NO F/R LUNCH	29402	785	83.5	12.2	19.1	18.6	19.1	13.5	29397	793	83.
FREE LUNCH	7819	715	57.4	30.1	34.3	44.4	37.8	36.9	7826	716	57.
REDUCED LUNCH	1721	745	69.5	20.4	25.8	32.6	30.4	26.1	1722	745	70.
TOTAL F/R LUNCH	9540	720	59.5	28.4	32.8	42.3	36.4	34.9	9548	722	59.
UNKNOWN	1229	777	77.9	15.3	22.7	24.1	21.2	17.2	1232	785	79.
HANDICAPPED											
HANDICAPPED	1377	661	29.5	56.7	61.8	63.5	63.3	58.4	1373	650	25.
NOT HANDICAPPED	37012	773	79.5	14.6	20.9	22.9	21.7	17.3	37014	781	79.
UNKNOWN	1782	767	76.1	17.0	25.0	25.1	24.2	18.6	1790	776	78.
GIFTED&TALENTED											
GIFTED&TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/
NOT GIFT/TALENTED	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/
UNKNOWN	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/
REPEATER											
REPEATER	1059	744	64.9	23.4	33.8	33.1	33.3	27.3	1047	752	67.
NON-REPEATER	37695	770	78.0	15.9	22.1	24.1	23.0	18.5	37700	776	78.
UNKNOWN	1417	770	77.3	16.9	23.2	24.4	23.1	18.2	1430	780	78.
ALL STUDENTS	40171	769	77.6	16.1	22.5	24.4	23.3	18.7	40177	776	78.

M81748

LLS ASSESSMENT PROGRAM

APHIC REPORT

ST ATTEMPT

STATE COPY

GRADE: 10

ATTEMPT: 1
SPRING 88

	READING						WRITING						
	PERCENT NEEDING IMPROVEMENT								PERCENT NEEDING IMPROVEMENT				
E	DW	DE	MI	RE	IN	AL	NUMBER TESTED	% ABOVE STD	HW	MC	WU	SF	CP
1	23.9	20.1	17.1	26.0	22.4	20.2	19722	73.0	0.1	63.7	77.4	51.7	23.3
9	22.5	15.7	16.2	20.6	23.1	13.4	20207	84.7	0.0	54.2	76.8	55.0	21.4
1	32.0	32.0	19.4	40.8	36.9	35.0	106	65.1	0.0	70.3	78.4	45.9	27.0
8	13.9	12.8	10.4	14.1	13.4	10.9	24074	89.3	0.0	63.5	66.7	50.8	22.0
3	37.9	25.9	26.7	37.9	37.7	26.3	15307	62.4	0.1	58.9	81.9	53.8	22.8
9	15.0	13.1	8.5	17.6	17.6	10.5	153	84.3	0.0	50.0	75.0	50.0	29.2
9	16.6	14.4	10.6	12.5	15.0	13.1	317	83.6	0.0	55.8	80.8	55.8	32.7
0	30.8	29.9	15.0	33.6	27.1	15.0	107	78.5	0.0	47.8	69.6	52.2	21.7
1	23.7	28.9	19.7	32.9	38.2	17.1	77	66.2	0.0	73.1	76.9	57.7	23.1
9	17.6	14.5	12.6	18.1	17.4	13.1	29307	84.8	0.0	61.6	73.5	51.9	21.3
1	43.1	29.5	30.8	41.6	41.5	29.5	7782	58.1	0.1	58.8	82.3	54.6	24.1
7	30.7	23.1	21.8	29.4	31.2	22.7	1712	70.5	0.2	57.4	79.4	50.1	24.8
5	40.8	28.3	29.2	39.4	39.7	28.3	9494	60.3	0.1	58.7	81.9	54.0	24.2
2	20.5	16.8	15.6	21.8	21.0	16.3	1234	80.5	0.0	59.3	72.6	54.4	24.5
3	67.0	60.5	54.0	70.5	66.0	59.7	1363	26.7	0.4	67.8	78.0	58.1	31.3
9	21.6	16.3	15.2	21.5	21.3	15.2	36881	80.8	0.0	59.0	77.2	52.0	21.4
2	22.7	17.5	17.5	24.1	22.1	17.0	1791	79.0	0.0	62.9	75.6	54.9	22.8
A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	28.8	27.2	23.3	34.0	32.2	25.6	1040	70.5	0.0	63.2	75.2	56.7	23.8
3	23.1	17.6	16.4	23.0	22.6	16.5	37570	79.1	0.1	60.2	77.2	52.7	22.5
0	20.9	17.8	17.4	24.1	23.2	17.8	1425	77.8	0.0	58.0	77.6	52.7	25.9
0	23.2	17.9	16.7	23.3	22.8	16.8	40035	78.9	0.0	60.2	77.2	52.9	22.6

WRITING: Percent needing improvement is based only on the number of students who did not meet the standard, not on the total number of students taking the test.

APPENDIX E

1988 GRADE SUMMARY REPORTS
GRADES 1, 2, 3, 6, 8, AND EXIT EXAMINATION

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT
GRADE SUMMARY

STATE COPY

GRADE: 1

SPRING 88
TOTAL REPORTED:54327

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 215-917	READING STANDARD = 700 ON A STATE SCORE RANGE OF 358-956
TOTAL NUMBER		54279	54269
Above Standard	Percent Number	87.5 47509	85.1 46206
Below Standard	Percent Number	12.5 6770	14.9 8063
Mean (STATE)		799	821
Median (STATE)		804	826
Highest Score (STATE)		917	956
Lowest Score (STATE)		290	358

OBJECTIVE SUMMARY		MATHEMATICS						READING						
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING		DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
ALL STUDENTS		N=54279						N=54269						
Adequate	Percent Number		95.1 51632	75.4 40953	89.3 48493	90.2 48950	91.3 49575		90.8 49254	83.4 45261	85.1 46165	92.3 50083	91.2 49473	83.0 45030
Needing Improvement	Percent Number		4.9 2647	24.6 13326	10.7 5786	9.8 5329	8.7 4704		9.2 5015	16.6 9008	14.9 8104	7.7 4186	8.8 4796	17.0 9239
ABOVE STANDARD		N=47509						N=46206						
Adequate	Percent Number		98.1 46597	84.1 39970	95.1 45176	94.3 44806	97.2 46194		97.6 45107	92.2 42612	95.5 44120	98.3 45409	98.3 45432	92.7 42827
Needing Improvement	Percent Number		1.9 912	15.9 7539	4.9 2333	5.7 2703	2.8 1315		2.4 1099	7.8 3594	4.5 2086	1.7 797	1.7 774	7.3 3379
BELOW STANDARD		N= 6770						N= 8063						
Adequate	Percent Number		74.4 5035	14.5 983	49.0 3317	61.2 4144	49.9 3381		51.4 4147	32.9 2649	25.4 2045	58.0 4674	50.1 4041	27.3 2203
Needing Improvement	Percent Number		25.6 1735	85.5 5787	51.0 3453	38.8 2626	50.1 3389		48.6 3916	67.1 5414	74.6 6018	42.0 3389	49.9 4022	72.7 5860

M81728

SOUTH CAROLINA BASIC SKILLS

JULY STATE RE
GRADE SUMMA

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 134-921	
TOTAL NUMBER		48628	
Above Standard	Percent Number	91.0 44236	
Below Standard	Percent Number	9.0 4392	
Mean (STATE)		810	
Median (STATE)		814	
Highest Score (STATE)		921	
Lowest Score (STATE)		405	

OBJECTIVE SUMMARY		MATHEMATICS						
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	
ALL STUDENTS		N=48628						N=48563
Adequate	Percent Number		92.9 45193	80.9 39352	91.1 44304	96.2 46779	91.1 44321	
Needing Improvement	Percent Number		7.1 3435	19.1 9276	8.9 4324	3.8 1849	8.9 4307	
ABOVE STANDARD		N=44236						N=41318
Adequate	Percent Number		96.5 42706	86.5 38255	95.2 42103	98.1 43403	95.7 42333	
Needing Improvement	Percent Number		3.5 1530	13.5 5981	4.8 2133	1.9 833	4.3 1903	
BELOW STANDARD		N= 4392						N= 7245
Adequate	Percent Number		56.6 2487	25.0 1097	50.1 2201	76.9 3376	45.3 1988	
Needing Improvement	Percent Number		43.4 1905	75.0 3295	49.9 2191	23.1 1016	54.7 2404	

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ASSESSMENT PROGRAM
PORT
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STATE COPY

GRADE: 2

SPRING 88
TOTAL REPORTED:48650

E-2

READING STANDARD = 700 ON A STATE SCORE RANGE OF 295-938
48563
85.1 41318
14.9 7245
803
808
938
417

READING					
DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
90.8 44079	81.8 39710	90.2 43827	89.5 43473	84.5 41054	86.7 42081
9.2 4484	18.2 8853	9.8 4736	10.5 5090	15.5 7509	13.3 6482
98.0 40501	93.1 38464	96.1 39726	96.6 39933	96.0 39648	96.7 39958
2.0 817	6.9 2854	3.9 1592	3.4 1385	4.0 1670	3.3 1360
49.4 3578	17.2 1246	56.6 4101	48.9 3540	19.4 1406	29.3 2123
50.6 3667	82.8 5999	43.4 3144	51.1 3705	80.6 5839	70.7 5122

SOUTH CAROLINA BASIC SKILLS

JULY STATE RE
GRADE SUMM

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 136-1027
TOTAL NUMBER		46469
Above Standard	Percent	84.6
	Number	39330
Below Standard	Percent	15.4
	Number	7139
Mean (STATE)		804
Median (STATE)		794
Highest Score (STATE)		1027
Lowest Score (STATE)		347

OBJECTIVE SUMMARY			MATHEMATICS					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	
ALL STUDENTS		N=46469						N=46377
Adequate	Percent		92.7	88.0	84.6	85.9	79.0	
	Number		43091	40885	39301	39898	36708	
Needing Improvement	Percent		7.3	12.0	15.4	14.1	21.0	
	Number		3378	5584	7168	6571	9761	
ABOVE STANDARD		N=39330						N=40462
Adequate	Percent		97.6	94.6	92.2	90.5	89.1	
	Number		38382	37210	36262	35604	35050	
Needing Improvement	Percent		2.4	5.4	7.8	9.5	10.9	
	Number		948	2120	3068	3726	4280	
BELOW STANDARD		N= 7139						N= 5915
Adequate	Percent		66.0	51.5	42.6	60.1	23.2	
	Number		4709	3675	3039	4294	1658	
Needing Improvement	Percent		34.0	48.5	57.4	39.9	76.8	
	Number		2430	3464	4100	2845	5481	

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ASSESSMENT PROGRAM

EPORT
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GRADE: 3

SPRING 88
TOTAL REPORTED:46498

READING STANDARD = 700 ON A STATE SCORE RANGE OF 323-945
46377
87.2 40462
12.8 5915
796
794
945
463

READING					
DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE
89.3 41425	86.1 39912	85.6 39679	86.6 40159	90.6 42035	90.4 41927
10.7 4952	13.9 6465	14.4 6698	13.4 6218	9.4 4342	9.6 4450
95.0 38442	94.3 38137	93.2 37722	92.8 37533	97.1 39288	97.1 39272
5.0 2020	5.7 2325	6.8 2740	7.2 2929	2.9 1174	2.9 1190
50.4 2983	30.0 1775	33.1 1957	44.4 2626	46.4 2747	44.9 2655
49.6 2932	70.0 4140	66.9 3958	55.6 3289	53.6 3168	55.1 3260

SOUTH CAROLINA BASIC SKILLS

JULY STATE RE
GRADE SUMMA

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 266-1071
TOTAL NUMBER		43255
Above Standard	Percent	70.2
	Number	30370
Below Standard	Percent	29.8
	Number	12885
Mean (STATE)		758
Median (STATE)		749
Highest Score (STATE)		1071
Lowest Score (STATE)		266

OBJECTIVE SUMMARY		MATHEMATICS						
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	
ALL STUDENTS		N=43255						N=43229
Adequate	Percent		78.7	65.1	78.1	78.3	71.0	
	Number		34030	28157	33763	33889	30718	
Needing Improvement	Percent		21.3	34.9	21.9	21.7	29.0	
	Number		9225	15098	9492	9366	12537	
ABOVE STANDARD		N=30370						N=33218
Adequate	Percent		93.7	83.8	92.5	91.6	87.8	
	Number		28465	25460	28105	27815	26671	
Needing Improvement	Percent		6.3	16.2	7.5	8.4	12.2	
	Number		1905	4910	2265	2555	3699	
BELOW STANDARD		N=12885						N=10011
Adequate	Percent		43.2	20.9	43.9	47.1	31.4	
	Number		5565	2697	5658	6074	4047	
Needing Improvement	Percent		56.8	79.1	56.1	52.9	68.6	
	Number		7320	10188	7227	6811	8838	

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ASSESSMENT PROGRAM

PORT
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STATE COPY

GRADE: 6

SPRING 88
TOTAL REPORTED:43376

READING STANDARD = 700 ON A STATE SCORE RANGE OF 258-1003	WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4
43229	43153
76.8 33218	78.0 33653
23.2 10011	22.0 9500
761	
757	
1003	4.0
258	0.0

READING						WRITING					
DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE		HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
						N=43153					
80.9 34960	74.9 32392	80.1 34631	78.8 34056	81.8 35359	86.0 37168						
19.1 8269	25.1 10837	19.9 8598	21.2 9173	18.2 7870	14.0 6061						
						N=33653					
91.1 30246	88.0 29218	91.9 30543	89.7 29813	93.9 31205	95.7 31791						
8.9 2972	12.0 4000	8.1 2675	10.3 3405	6.1 2013	4.3 1427						
						N= 9500					
47.1 4714	31.7 3174	40.8 4088	42.4 4243	41.5 4154	53.7 5377		100.0 9499	25.3 2400	28.7 2725	40.9 3884	76.3 7250
52.9 5297	68.3 6837	59.2 5923	57.6 5768	58.5 5857	46.3 4634		0.0 1	74.7 7100	71.3 6775	59.1 5616	23.7 2250

WRITING: Percent needing improvement is based only on the number of students who did not meet standard, not on the total number of students taking the test.

SOUTH CAROLINA BASIC SKILL

JULY STATE
GRADE SUM

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 334-1071
TOTAL NUMBER		44369
Above Standard	Percent	70.7
	Number	31364
Below Standard	Percent	29.3
	Number	13005
Mean (STATE)		750
Median (STATE)		743
Highest Score (STATE)		1071
Lowest Score (STATE)		416

OBJECTIVE SUMMARY			MATHEMATICS					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	
ALL STUDENTS		N=44369						N=443
Adequate	Percent		64.6	85.6	70.8	77.4	70.1	
	Number		28672	37980	31401	34348	31111	
Needing Improvement	Percent		35.4	14.4	29.2	22.6	29.9	
	Number		15697	6389	12968	10021	13258	
ABOVE STANDARD		N=31364						N=326
Adequate	Percent		83.4	97.9	88.0	89.9	87.0	
	Number		26147	30698	27593	28204	27284	
Needing Improvement	Percent		16.6	2.1	12.0	10.1	13.0	
	Number		5217	666	3771	3160	4080	
BELOW STANDARD		N=13005						N=117
Adequate	Percent		19.4	56.0	29.3	47.2	29.4	
	Number		2525	7282	3808	6144	3827	
Needing Improvement	Percent		80.6	44.0	70.7	52.8	70.6	
	Number		10480	5723	9197	6861	9178	

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LS ASSESSMENT PROGRAM

REPORT
MMARY

STATE COPY

GRADE: 8

SPRING 88
TOTAL REPORTED:44591

READING STANDARD = 700 ON A STATE SCORE RANGE OF 255-976	WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4
44385	44274
73.6 32652	79.3 35114
26.4 11733	20.7 9160
754	
751	
976	4.0
331	0.0

READING							WRITING					
	DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE		HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
85							N=44274					
	77.2 34267	85.8 38065	78.1 34653	78.6 34876	74.4 33023	74.2 32921						
	22.8 10118	14.2 6320	21.9 9732	21.4 9509	25.6 11362	25.8 11464						
52							N=35114					
	90.2 29456	96.8 31610	90.8 29660	90.8 29652	90.8 29657	90.7 29629						
	9.8 3196	3.2 1042	9.2 2992	9.2 3000	9.2 2995	9.3 3023						
33							N= 9160					
	41.0 4811	55.0 6455	42.6 4993	44.5 5224	28.7 3366	28.1 3292		100.0 9157	34.8 3188	24.1 2203	34.2 3134	82.5 7560
	59.0 6922	45.0 5278	57.4 6740	55.5 6509	71.3 8367	71.9 8441		0.0 3	65.2 5972	75.9 6957	65.8 6026	17.5 1600

WRITING: Percent needing improvement is based only on the number of students who did not meet standard, not on the total number of students taking the test.

SOUTH CAROLINA BASIC SKILLS

JULY STATE RE
GRADE SUMM
GRADE 10 - 1ST

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 239-1085	
TOTAL NUMBER		40171	
Above Standard	Percent Number	77.6 31187	
Below Standard	Percent Number	22.4 8984	
Mean (STATE)		769	
Median (STATE)		760	
Highest Score (STATE)		1085	
Lowest Score (STATE)		381	

OBJECTIVE SUMMARY			MATHEMATICS					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING	
ALL STUDENTS		N=40171						N=40177
Adequate	Percent Number		83.9 33697	77.5 31147	75.6 30372	76.7 30819	81.3 32644	
Needing Improvement	Percent Number		16.1 6474	22.5 9024	24.4 9799	23.3 9352	18.7 7527	
ABOVE STANDARD		N=31187						N=31322
Adequate	Percent Number		96.3 30021	89.9 28033	90.6 28243	89.8 28015	94.6 29502	
Needing Improvement	Percent Number		3.7 1166	10.1 3154	9.4 2944	10.2 3172	5.4 1685	
BELOW STANDARD		N= 8984						N= 8855
Adequate	Percent Number		40.9 3676	34.7 3114	23.7 2129	31.2 2804	35.0 3142	
Needing Improvement	Percent Number		59.1 5308	65.3 5870	76.3 6855	68.8 6180	65.0 5842	

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ASSESSMENT PROGRAM

EPORT
ARY
ATTEMPT

STATE COPY

GRADE: 10
ATTEMPT: 1
SPRING 88
TOTAL REPORTED: 40399

E-6

READING STANDARD = 700 ON A STATE SCORE RANGE OF 148-1095	WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4
40177	40035
78.0 31322	78.9 31570
22.0 8855	21.1 8465
776	
766	
1095	4.0
296	0.0

READING							WRITING				
DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE		HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
						N=40035					
76.8 30854	82.1 32990	83.3 33485	76.7 30823	77.2 31006	83.2 33425						
23.2 9323	17.9 7187	16.7 6692	23.3 9354	22.8 9171	16.8 6752						
						N=31570					
90.7 28404	93.0 29121	94.7 29662	89.8 28139	91.4 28624	95.3 29857						
9.3 2918	7.0 2201	5.3 1660	10.2 3183	8.6 2698	4.7 1465						
						N= 8465					
27.7 2450	43.7 3869	43.2 3823	30.3 2684	26.9 2382	40.3 3568		100.0 8461	39.8 3365	22.8 1931	47.1 3989	77.4 6548
72.3 6405	56.3 4986	56.8 5032	69.7 6171	73.1 6473	59.7 5287		0.0 4	60.2 5100	77.2 6534	52.9 4476	22.6 1917

WRITING: Percent needing improvement is based only on the number of students who did not meet standard, not on the total number of students taking the test.

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

JULY STATE REPORT
GRADE SUMMARY
GRADES 11 & 12 - 1ST ATTEMPT

STATE COPY

GRADE: 11 & 12
ATTEMPT: 1
SPRING 88
TOTAL REPORTED: 3805

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 239-1085	READING STANDARD = 700 ON A STATE SCORE RANGE OF 148-1095	WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4
TOTAL NUMBER		3415	3376	3350
Above Standard	Percent	68.0	66.9	70.1
	Number	2323	2258	2348
Below Standard	Percent	32.0	33.1	29.9
	Number	1092	1118	1002
Mean (STATE)		750	757	
Median (STATE)		740	749	
Highest Score (STATE)		1085	1095	4.0
Lowest Score (STATE)		481	384	0.0

OBJECTIVE SUMMARY		MATHEMATICS						READING							WRITING					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING		DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE		HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
ALL STUDENTS		N= 3415						N= 3376							N= 3350					
Adequate	Percent		78.9	66.6	68.8	67.8	74.5		74.0	73.1	74.9	69.6	66.4	74.0						
	Number		2694	2273	2348	2314	2544		2499	2468	2528	2350	2241	2499						
Needing Improvement	Percent		21.1	33.4	31.2	32.2	25.5		26.0	26.9	25.1	30.4	33.6	26.0						
	Number		721	1142	1067	1101	871		877	908	848	1026	1135	877						
ABOVE STANDARD		N= 2323						N= 2258							N= 2348					
Adequate	Percent		95.9	85.1	89.7	87.9	94.4		93.9	91.7	94.2	90.4	90.2	94.7						
	Number		2227	1977	2084	2043	2192		2121	2071	2128	2042	2036	2139						
Needing Improvement	Percent		4.1	14.9	10.3	12.1	5.6		6.1	8.3	5.8	9.6	9.8	5.3						
	Number		96	346	239	280	131		137	187	130	216	222	119						
BELOW STANDARD		N= 1092						N= 1118							N= 1002					
Adequate	Percent		42.8	27.1	24.2	24.8	32.2		33.8	35.5	35.8	27.5	18.3	32.2		100.0	39.1	19.7	42.0	76.8
	Number		467	296	264	271	352		378	397	400	308	205	360		1002	392	197	421	770
Needing Improvement	Percent		57.2	72.9	75.8	75.2	67.8		66.2	64.5	64.2	72.5	81.7	67.8		0.0	60.9	80.3	58.0	23.2
	Number		625	796	828	821	740		740	721	718	810	913	758		0	610	805	581	232

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WRITING: Percent needing improvement is based only on the number of students who did not meet standard, not on the total number of students taking the test.

E-7

SOUTH CAROLINA BASIC SKILLS ASSESSMENT PROGRAM

STATE COPY

JULY STATE REPORT
GRADE SUMMARY
ADULT ED - 1ST ATTEMPT

GRADE: AE
ATTEMPT: 1
SPRING 88
TOTAL REPORTED: 1308

E-8

TOTAL TEST SUMMARY		MATHEMATICS STANDARD = 700 ON A STATE SCORE RANGE OF 239-1085	READING STANDARD = 700 ON A STATE SCORE RANGE OF 148-1095	WRITING STANDARD = 3 ON A STATE SCORE RANGE OF 0 - 4
TOTAL NUMBER		1141	1175	1196
Above Standard	Percent	37.2	50.0	43.3
	Number	424	587	518
Below Standard	Percent	62.8	50.0	56.7
	Number	717	588	678
Mean (STATE)		673	701	
Median (STATE)		668	696	
Highest Score (STATE)		1003	1095	4.0
Lowest Score (STATE)		322	148	0.0

OBJECTIVE SUMMARY		MATHEMATICS						READING							WRITING					
			CONCEPTS	OPERATIONS	MEASUREMENT	GEOMETRY	PROBLEM SOLVING		DECODING & WORD MEANING	DETAILS	MAIN IDEA	REFERENCE USAGE	INFERENCE	ANALYSIS OF LITERATURE		HANDWRITING	MECHANICS	WORD USAGE	SENTENCE FORMATION	COMPOSITION
ALL STUDENTS		N= 1141						N= 1175							N= 1196					
Adequate	Percent		51.6	34.9	44.5	36.5	60.8		59.7	64.2	63.5	39.1	54.4	61.5						
	Number		589	398	508	417	694		701	754	746	459	639	723						
Needing Improvement	Percent		48.4	65.1	55.5	63.5	39.2		40.3	35.8	36.5	60.9	45.6	38.5						
	Number		552	743	633	724	447		474	421	429	716	536	452						
ABOVE STANDARD		N= 424						N= 587							N= 518					
Adequate	Percent		90.6	69.8	88.0	71.9	95.3		89.9	92.0	90.3	67.1	87.4	93.2						
	Number		384	296	373	305	404		528	540	530	394	513	547						
Needing Improvement	Percent		9.4	30.2	12.0	28.1	4.7		10.1	8.0	9.7	32.9	12.6	6.8						
	Number		40	128	51	119	20		59	47	57	193	74	40						
BELOW STANDARD		N= 717						N= 588							N= 678					
Adequate	Percent		28.6	14.2	18.8	15.6	40.4		29.4	36.4	36.7	11.1	21.4	29.9		99.9	30.7	27.0	37.8	67.4
	Number		205	102	135	112	290		173	214	216	65	126	176		677	208	183	256	457
Needing Improvement	Percent		71.4	85.8	81.2	84.4	59.6		70.6	63.6	63.3	88.9	78.6	70.1		0.1	69.3	73.0	62.2	32.6
	Number		512	615	582	605	427		415	374	372	523	462	412		1	470	495	422	221

M81749

WRITING: Percent needing improvement is based only on the number of students who did not meet standard, not on the total number of students taking the test.

APPENDIX F

1988 STATE ITEM RESPONSE SUMMARY
READING AND MATHEMATICS
GRADES 1, 2, 3, 6, 8, and 10

THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT GROUP AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEM USED TO ASSESS A SUBSKILL. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, YOU WILL NOTE THAT THERE IS A POSSIBILITY THAT OTHER DISTINCT ITEM TYPES MAY BE ELIGIBLE TO ASSESS THE SAME SUBSKILL. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A COMPLETE LISTING OF ALL ELIGIBLE ITEM TYPES FOR A GIVEN SUBSKILL, REFER TO THE SKILL DIFFICULTY CHARTS IN THE TEACHING AND TESTING OUR BASIC SKILLS OBJECTIVES MANUALS (T&T).

BELOW IS A LIST OF THE SUBSKILLS TESTED AND

DECODING AND WORD MEANING (DM) THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

TESTED AT GRADES:

1, 2, 3, 6, 8, EE	DM1.	**SIGHT RECOGNITION** - THE STUDENT CAN RECOGNIZE WORDS BY SIGHT.
1, 2, 3	DM2.	**PHONETIC DECODING** - THE STUDENT CAN RECOGNIZE WORDS BY APPLYING PHONETIC RULES.
2, 3, 6, 8, EE	DM3.	**CONTEXTUAL WORD MEANING** - THE STUDENT CAN DETERMINE THE MEANINGS OF WORDS USED IN A SELECTION FROM THE CONTEXT OF THE SELECTION.
6, 8, EE	DM4.	**STRUCTURAL WORD MEANING** - THE STUDENT CAN DETERMINE THE MEANINGS OF WORDS IN A SELECTION BY APPLYING STRUCTURAL RULES.

DETAILS (DE) THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1, 2, 3, 6, 8, EE

MAIN IDEA (MI) THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1, 2, 3	MI1.	**RESTATED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE A VERBATIM STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS EXPLICITLY STATED IN A READING SELECTION.
1, 2, 3, 6, 8, EE	MI2.	**PARAPHRASED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE A PARAPHRASED STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS EXPLICITLY STATED IN A READING SELECTION.
1, 2, 3, 6, 8, EE	MI3.	**INFERRED MAIN IDEA** - THE STUDENT CAN IDENTIFY OR GENERATE AN INFERRED STATEMENT OF THE MAIN IDEA WHEN THE MAIN IDEA IS NOT EXPLICITLY STATED IN A READING SELECTION.

STATE COPY

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED AT THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING GROUP TO STATEWIDE PERFORMANCE, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BSAP WAS DESIGNED TO SAMPLE BEHAVIORS FOR EACH OBJECTIVE, THE REPORT DOES NOT PROVIDE COMPREHENSIVE DIAGNOSTIC INFORMATION. THE DISTRICT'S METHODS OF PROVIDING CONTINUOUS ASSESSMENT FOR EACH INDIVIDUAL STUDENT SHOULD BE UTILIZED TO GATHER THIS TYPE OF DIAGNOSTIC INFORMATION.

THE SUBSKILL CODES USED ON THIS REPORT.

REFERENCE USAGE (RE) THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1, 2, 3, 6, 8, EE **RE1. SELECTING A REFERENCE SOURCE** - THE STUDENT CAN SELECT THE APPROPRIATE REFERENCE SOURCE FOR REQUESTED INFORMATION.

1, 2, 3, 6, 8, EE **RE2. USING A REFERENCE SOURCE** - THE STUDENT CAN USE A REFERENCE SOURCE TO FIND REQUESTED INFORMATION.

INFERENCE (IN) THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1, 2, 3, 6, 8, EE **IN1. MAKING COMPARISONS** - THE STUDENT CAN MAKE COMPARISONS BASED ON A READING SELECTION.

1, 2, 3, 6, 8, EE **IN2. DETERMINING CAUSE AND EFFECT** - THE STUDENT CAN DEDUCE CAUSES AND EFFECTS BASED ON A READING SELECTION.

1, 2, 3, 6, 8, EE **IN3. DRAWING CONCLUSIONS** - THE STUDENT CAN DRAW CONCLUSIONS BASED ON A READING SELECTION.

1, 2, 3, 6, 8, EE **IN4. PREDICTING OUTCOMES** - THE STUDENT CAN PREDICT OUTCOMES BASED ON A READING SELECTION.

ANALYSIS OF LITERATURE (AL) THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1, 2, 3, 6, 8, EE **AL1. NATURE OF INFORMATION** - THE STUDENT CAN DETERMINE THE NATURE OF THE INFORMATION PRESENTED IN A READING SELECTION.

1, 2, 3, 6, 8, EE **AL2. STRUCTURAL ELEMENTS** - THE STUDENT CAN DETERMINE THE STRUCTURAL ELEMENTS UTILIZED IN A READING SELECTION.

1, 2, 3, 6, 8, EE **AL3. RHETORICAL DEVICES** - THE STUDENT CAN DETERMINE THE RHETORICAL DEVICES UTILIZED IN A READING SELECTION.

8, EE **AL4. CRITICAL ANALYSIS** - THE STUDENT CAN DETERMINE RELATIONSHIPS BETWEEN STRUCTURAL ELEMENTS IN A READING SELECTION.

STATE TOTALS

DECODING AND WORD MEANING (DW):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS

1-DW1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD
2-DW1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD
3-DW1	IDENTIFY A PICTURE WHICH REPRESENTS A GRADE 1 SIGHT WORD
4-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT SOUND
5-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING A COMMON WORD ENDING
6-DW2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE ENDING CONSONANT BLEND

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION

ILLS ASSESSMENT PROGRAM
RESPONSE SUMMARY
ING

STATE COPY
GRADE: 1
SPRING 88

TOTAL REPORTED:54269

F.2

	STATE % RIGHT
	94.3
	93.3
	83.4
	98.0
	96.3
	95.5
	84.4
	77.4
	77.2
	75.5
	71.2
	63.5
	91.2
	83.4
	85.4
	83.0
	88.2
	81.0

STATE TOTALS

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CALENDAR

2-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - PICTURE DIC

3-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTE

4-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTE

5-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - PICTURE DICTI

6-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - PICTURE DICTI

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION

2-IN2 IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION

3-IN2 IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION

4-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

5-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

6-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE

2-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE

3-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF PLOT

4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - DESCRIPTION OF

5-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME

6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME

ILLS ASSESSMENT PROGRAM
RESPONSE SUMMARY
INC

STATE COPY
GRADE: 1
SPRING 88
PAGE: 2
TOTAL REPORTED:54269

	STATE % RIGHT
	97.3
TIONARY	83.6
ENTS	91.4
ENTS	91.4
ONARY	88.8
ONARY	83.3
	77.0
	86.1
	85.6
	81.5
	85.9
	79.8
	73.8
	74.8
	77.9
CHARACTER	76.6
	75.5
	68.8

SOUTH CAROLINA BASIC SKI
JULY STATE ITEM R
READI

STATE TOTALS

DECODING AND WORD MEANING (DM):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1 IDENTIFY A DEFINITION OF A GRADE 2 SIGHT WORD

2-DM1 IDENTIFY A DEFINITION OF A GRADE 2 SIGHT WORD

3-DM2 IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT BLEND

4-DM2 IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT BLEND

5-DM3 IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTE

6-DM3 IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTE

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHERE

2-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHO

3-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHO

4-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHO

5-DE0 COMPREHEND A DETAIL FROM A SELECTION - WHO

6-DE0 COMPREHEND A DETAIL FROM A SELECTION - HOW

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI1 SELECT A MAIN IDEA WHICH IS RESTATED FROM A SELECTION

2-MI1 SELECT A MAIN IDEA WHICH IS RESTATED FROM A SELECTION

3-MI2 SELECT A MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION

4-MI2 SELECT A MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION

5-MI3 SELECT A MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION

6-MI3 SELECT A MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION

LLS ASSESSMENT PROGRAM
ESPONSE SUMMARY
NG

STATE COPY
GRADE: 2
SPRING 88
PAGE: 1
TOTAL REPORTED:48563

F-4

	STATE % RIGHT
	99.1
	89.9
	98.6
	98.2
XT CLUE	93.3
XT CLUE	84.7
	91.7
	91.0
	90.0
	89.0
	85.3
	79.1
	94.4
	77.1
	85.5
	67.0
	78.3
	62.0

STATE TOTALS

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - MAP

2-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - TABLE OF CO

3-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTE

4-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP

5-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - PICTURE DICTIO

6-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - PICTURE DICTIO

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION

2-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION

3-IN2 IDENTIFY THE CAUSE FOR EVENT DESCRIBED IN A SELECTION

4-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

5-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

6-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE

2-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE

3-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SETTING

4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - CHARACTER

5-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME

6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - RHYME

	STATE % RIGHT
	96.4
NTENTS	88.1
ENTS	94.2
	86.5
IARY	91.8
ONARY	94.3
	87.6
	85.5
	82.3
	84.2
	85.5
	80.7
	88.2
	87.8
	91.0
	83.7
	75.1
	79.4

STATE TOTALS

DECODING AND WORD MEANING (DM):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS

1-DM1	IDENTIFY A DEFINITION OF A GRADE 3 SIGHT WORD
2-DM1	IDENTIFY A DEFINITION OF A GRADE 3 SIGHT WORD
3-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING THE INITIAL CONSONANT BLEND
4-DM2	IDENTIFY A NONSENSE WORD BY RECOGNIZING A COMMON WORD ENDING
5-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS CONTEX
6-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS CONTEX

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW OFTEN

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION
2-MI1	SELECT THE MAIN IDEA WHICH IS RESTATED FROM A SELECTION
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION

ILLS ASSESSMENT PROGRAM
RESPONSE SUMMARY
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STATE COPY
GRADE: 3
SPRING 88
PAGE: 1
TOTAL REPORTED:46577

	STATE % RIGHT
	90.3
	80.6
	98.1
	91.6
T CLUE	96.5
T CLUE	94.9
	94.2
	92.2
	93.7
	90.5
	87.2
	84.2
	90.2
	80.9
	88.4
	76.2
	82.3
	80.3

STATE TOTALS

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - MAP

2-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - DICTIONARY

3-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CARD CATALOG

4-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - MAP

5-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CHART

6-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION

2-IN2 IDENTIFY THE CAUSE OF AN EVENT DESCRIBED IN A SELECTION

3-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

4-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

5-IN3 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

6-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE

2-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS MAKE-BELIEVE

3-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF THE PL

4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - SUMMARY OF THE PL

5-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE

6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE

	STATE % RIGHT
	96.4
	88.0
	95.0
	88.2
	87.9
	84.2
	59.0
	84.1
	90.9
	82.9
	81.1
	76.6
	95.5
	91.1
OT	95.4
OT	87.6
	64.0
	62.4

STATE TOTALS

DECODING AND WORD MEANING (DM):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 6 SIGHT WORD
2-DM1	IDENTIFY A DEFINITION OF A GRADE 6 SIGHT WORD
3-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT
4-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT
5-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX
6-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
4-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION

STATE COPY
GRADE: 6
SPRING 88
PAGE: 1
TOTAL REPORTED:43229

T-8

	STATE % RIGHT
	94.2
	95.0
CLUE	97.1
CLUE	90.2
	80.5
	64.7
	90.8
	90.9
	82.5
	79.2
	82.7
	73.4
	75.8
	71.0
	48.3
	69.7
	69.5
	65.9

STATE TOTALS

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CLASSIFIED AD

2-RE1 SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CARD CATALOG

3-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TELEPHONE DIREC

4-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CLASSIFIED ADS

5-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CARD CATALOG

6-RE2 USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - INDEX

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION

2-IN2 IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION

3-IN2 IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION

4-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

5-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

6-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION

2-AL1 IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS A FACT

3-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - CHARACTER

4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - PLOT

5-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - PERSONIFICATION

6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR

	STATE % RIGHT
S	85.3
	82.1
TORY	96.6
	93.3
	89.4
	66.1
	81.5
	87.9
	50.1
	61.8
	54.2
	70.1
	88.9
	78.2
	63.6
	45.6
	73.0
	55.5

STATE TOTALS

DECODING AND WORD MEANING (DM):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DM1	IDENTIFY A DEFINITION OF A GRADE 8 SIGHT WORD
2-DM1	IDENTIFY A DEFINITION OF A GRADE 8 SIGHT WORD
3-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEX
4-DM3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEX
5-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX
6-DM4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHAT
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - SEQUENCE

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
4-MI3	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
5-MI3	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
6-MI3	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION

LLS ASSESSMENT PROGRAM
ESPONSE SUMMARY
NC

STATE COPY
GRADE: 8
SPRING 88
PAGE: 1
TOTAL REPORTED:44385

F-10

	STATE % RIGHT
	84.1
	72.9
XT CLUE	98.1
XT CLUE	93.9
	93.2
	72.9
	90.2
	87.9
	90.7
	78.8
	72.1
	64.9
	94.1
	70.8
	65.4
	74.0
	75.0
	69.7

STATE TOTALS

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - CLASSIFIED A
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - BIBLIOGRAPHY
3-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - BIBLIOGRAPHY
4-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CARD CATALOG
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CLASSIFIED ADS
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TELEPHONE DIRE

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION
2-IN1	MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION
3-IN2	IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION
4-IN3	DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION
5-IN3	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION
6-IN4	PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1	IDENTIFY A SENTENCE IN WHICH THE NATURE OF INFORMATION IS AN OPINION
2-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - MOOD
3-AL2	ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - THEME
4-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - METAPHOR
5-AL3	ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - PERSONIFICATION
6-AL4	CRITICALLY ANALYZE THE SELECTION TO DETERMINE A CHARACTER TRAIT

	STATE % RIGHT
DS	86.0
	57.8
	96.1
	94.9
	91.4
CTORY	84.5
	86.2
	73.1
	70.0
	52.6
	79.3
	76.5
	90.2
	83.8
	71.4
	74.0
	52.5
	64.8

STATE TOTALS

SOUTH CAROLINA BASIC SKILL
JULY STATE ITEM RES
READING
GRADE 10 - 1ST

DECODING AND WORD MEANING (DW):
THE STUDENT CAN USE WORD RECOGNITION SKILLS AND CAN DETERMINE THE MEANINGS OF WORDS.

1-DW1	IDENTIFY A DEFINITION OF A WORD FROM THE SUPPLEMENTAL LIST OF SPECIALIZED
2-DW1	IDENTIFY A DEFINITION OF A GRADE 10 SIGHT WORD
3-DW1	IDENTIFY A DEFINITION OF A GRADE 9 SIGHT WORD
4-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING THE SITUATION AS A CONTEXT
5-DW3	IDENTIFY A DEFINITION OF A GRADE 10 SIGHT WORD USING THE SITUATION AS A CO
6-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING A SYNONYM AS A CONTEXT CLUE
7-DW3	IDENTIFY A DEFINITION OF AN UNKNOWN WORD USING AN ANTONYM AS A CONTEXT CLU
8-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - SUFFIX
9-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - ROOT
10-DW4	IDENTIFY A DEFINITION BY APPLYING A STRUCTURAL RULE - PREFIX

DETAILS (DE):
THE STUDENT CAN ACCURATELY COMPREHEND THE DETAILS IN A READING SELECTION.

1-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MUCH
2-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHEN
3-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE
4-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW
5-DE0	COMPREHEND A DETAIL FROM A SELECTION - HOW MANY
6-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHERE
7-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHY
8-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO
9-DE0	COMPREHEND A DETAIL FROM A SELECTION - WHO
10-DE0	COMPREHEND A DETAIL FROM A SELECTION - ON WHICH LINE

S ASSESSMENT PROGRAM
PONSE SUMMARY

ATTEMPT

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	STATE % RIGHT
TERMS	88.7
	78.6
	70.5
CLUE	96.0
NTEXT CLUE	95.6
	91.8
E	66.5
	79.7
	70.5
	41.2
	96.7
	96.7
	95.5
	94.2
	94.8
	90.9
	91.1
	75.0
	73.3
	53.0

STATE TOTALS

MAIN IDEA (MI):
THE STUDENT CAN DETERMINE THE MAIN IDEA OF A READING SELECTION.

1-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
2-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
3-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
4-MI2	SELECT THE MAIN IDEA WHICH IS PARAPHRASED FROM A SELECTION
5-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
6-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
7-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
8-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
9-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION
10-MI3	SELECT THE MAIN IDEA WHICH MUST BE INFERRED FROM A SELECTION

REFERENCE USAGE (RE):
THE STUDENT CAN LOCATE AND UTILIZE DESIRED INFORMATION IN REFERENCE SOURCES.

1-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - MAP
2-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - THESAURUS
3-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - NEWSPAPER INDE
4-RE1	SELECT THE BEST REFERENCE SOURCE FOR A SPECIFIED PURPOSE - BIBLIOGRAPHY
5-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - CARD CATALOG
6-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - BOOK INDEX
7-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TABLE OF CONTENT
8-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - TELEPHONE DIRECT
9-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - DICTIONARY
10-RE2	USE A REFERENCE SOURCE TO LOCATE SPECIFIED INFORMATION - READERS' GUIDE

	STATE % RIGHT
	80.5
	76.6
	72.4
	74.1
	91.4
	83.0
	80.6
	73.6
	68.4
	47.2
	97.5
	83.7
EX	69.9
	55.2
	97.9
	93.1
TS	94.0
TORY	89.8
	86.4
	81.2

STATE TOTALS

INFERENCE (IN):
THE STUDENT CAN MAKE VALID INFERENCES ABOUT A READING SELECTION.

1-IN1 MAKE A COMPARSION BASED ON INFORMATION IN A SELECTION

2-IN1 MAKE A COMPARISON BASED ON INFORMATION IN A SELECTION

3-IN2 IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION

4-IN2 IDENTIFY THE CAUSE FOR AN EVENT DESCRIBED IN A SELECTION

5-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

6-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

7-IN3 DRAW AN APPROPRIATE CONCLUSION BASED ON INFORMATION IN A SELECTION

8-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

9-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

10-IN4 PREDICT AN OUTCOME BASED ON INFORMATION IN A SELECTION

ANALYSIS OF LITERATURE (AL):
THE STUDENT CAN CRITICALLY ANALYZE A READING SELECTION.

1-AL1 IDENTIFY THE STATEMENT WHICH THE NATURE OF INFORMATION IS A FACT

2-AL1 IDENTIFY THE STATEMENT WHICH BEST DESCRIBES THE NATURE OF AN ARGUMENT PRES

3-AL1 IDENTIFY THE STATEMENT WHICH THE NATURE OF INFORMATION IS AN OPINION

4-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - MOOD

5-AL2 ANALYZE A SELECTION TO IDENTIFY A STRUCTURAL ELEMENT - CHARACTER

6-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - SIMILE

7-AL3 ANALYZE A SELECTION TO IDENTIFY A RHETORICAL DEVICE - HYPERBOLE

8-AL4 CRITICALLY ANALYZE THE SELECTION TO DETERMINE THE PLOT

9-AL4 SELECT THE ANALYSIS OF A SELECTION WHICH IS VALID

10-AL4 SELECT THE ANALYSIS OF A SELECTION WHICH IS VALID

	STATE % RIGHT
	84.7
	79.5
	82.0
	74.2
	56.8
	52.9
	59.9
	91.2
	69.3
	62.1
	73.0
ENTED	52.3
	47.0
	73.4
	70.9
	78.5
	55.7
	79.9
	79.1
	66.5

THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT GROUP AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEM USED TO ASSESS A SUBSKILL. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, YOU WILL NOTE THAT THERE IS A POSSIBILITY THAT OTHER DISTINCT ITEM TYPES MAY BE ELIGIBLE TO ASSESS THE SAME SUBSKILL. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A COMPLETE LISTING OF ALL ELIGIBLE ITEM TYPES FOR A GIVEN SUBSKILL, REFER TO THE SKILL DIFFICULTY CHARTS IN THE TEACHING AND TESTING OUR BASIC SKILLS OBJECTIVES MANUALS (T&T).

BELOW IS A LIST OF THE SUBSKILLS TESTED AN

CONCEPTS (CN) THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

TESTED AT GRADES:

1, 2, 3	CN1.	**COUNTING** - THE STUDENT CAN COUNT.
1, 2, 3, 6, 8, EE	CN2.	**IDENTIFYING EQUIVALENCIES** - THE STUDENT CAN IDENTIFY EQUIVALENT WAYS OF EXPRESSING THE SAME NUMERICAL QUANTITY.
1, 2, 3, 6, 8, EE	CN3.	**ESTABLISHING RELATIONSHIPS** - THE STUDENT CAN ESTABLISH RELATIONSHIPS BETWEEN NUMERICAL EQUALITIES.
1, 2, 3, 6, 8, EE	CN4.	**DETERMINING PLACE VALUE** - THE STUDENT CAN DETERMINE THE PLACE VALUE OF NUMERICAL QUANTITIES.
2, 3, 6, 8, EE	CN5.	**INTERPRETING TABLES AND GRAPHS** - THE STUDENT CAN EXTRACT AND INTERPRET INFORMATION FROM TABLES AND GRAPHS.
EE	CN6.	**RECOGNIZING SQUARE ROOTS** - THE STUDENT CAN RECOGNIZE COMMON SQUARE ROOTS.
EE	CN7.	**USING FORMULAS** - THE STUDENT CAN APPLY FORMULAS.

OPERATIONS (OP) THE STUDENT CAN COMPUTE ACCURATELY.

1, 2, 3, 6, 8, EE	OP1.	**ADDITION** - THE STUDENT CAN ADD ACCURATELY.
1, 2, 3, 6, 8, EE	OP2.	**SUBTRACTION** - THE STUDENT CAN SUBTRACT ACCURATELY.
3, 6, 8, EE	OP3.	**MULTIPLICATION** - THE STUDENT CAN MULTIPLY ACCURATELY.
3, 6, 8, EE	OP4.	**DIVISION** - THE STUDENT CAN DIVIDE ACCURATELY.

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RESPONSE SUMMARY
ATICS

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED AT THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING GROUP TO STATEWIDE PERFORMANCE, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BSAP WAS DESIGNED TO SAMPLE BEHAVIORS FOR EACH OBJECTIVE, THE REPORT DOES NOT PROVIDE COMPREHENSIVE DIAGNOSTIC INFORMATION. THE DISTRICT'S METHODS OF PROVIDING CONTINUOUS ASSESSMENT FOR EACH INDIVIDUAL STUDENT SHOULD BE UTILIZED TO GATHER THIS TYPE OF DIAGNOSTIC INFORMATION.

) THE SUBSKILL CODES USED ON THIS REPORT.

MEASUREMENT (ME) THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1, 2, 3, 6, 8, EE	ME1.	**IDENTIFYING UNITS OF MEASUREMENTS** - THE STUDENT CAN DETERMINE THE APPROPRIATE TYPE OF MEASUREMENT AND SELECT THE APPROPRIATE UNITS OF MEASUREMENT WITHIN A GIVEN MEASUREMENT SYSTEM.
3, 6, 8, EE	ME2.	**ESTIMATION** - THE STUDENT CAN ESTIMATE MEASURABLE QUANTITIES WITHIN A GIVEN MEASUREMENT SYSTEM.
1, 2, 3 8, EE	ME3.	**USING MEASURING DEVICES** - THE STUDENT CAN READ AND INTERPRET INFORMATION BY USING A MEASURING DEVICE WITHIN A GIVEN MEASUREMENT SYSTEM.
3, 6, 8, EE	ME4.	**CONVERSIONS AND OPERATIONS** - THE STUDENT CAN MAKE NECESSARY CONVERSIONS USING UNITS OF MEASUREMENT WITHIN A GIVEN MEASUREMENT SYSTEM AND CAN PERFORM CALCULATIONS WHICH MAY INVOLVE CONVERSIONS.
6, 8, EE	ME5.	**SCALE DRAWINGS** - THE STUDENT CAN READ, INTERPRET, AND CONSTRUCT SCALE DRAWINGS WITHIN A GIVEN MEASUREMENT SYSTEM.

GEOMETRY (GE) THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1, 2, 3, 6, 8	GE1.	**IDENTIFICATION** - THE STUDENT CAN IDENTIFY GEOMETRIC REPRESENTATIONS THROUGH THE USE OF THEIR PROPERTIES.
1, 2, 3 8, EE	GE2.	**COMPARISON** - THE STUDENT CAN COMPARE GEOMETRIC REPRESENTATIONS THROUGH THE USE OF THEIR PROPERTIES.
6, 8, EE	GE3.	**APPLICATION** - THE STUDENT CAN APPLY GEOMETRIC CONCEPTS TO DETERMINE THE PERIMETER, AREA, OR VOLUME OF GEOMETRIC REPRESENTATIONS.

PROBLEM SOLVING (PS) THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1, 2, 3, 6, 8, EE

STATE TOTALS

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN1	COUNT NUMBER OF OBJECTS PICTURED
2-CN2	IDENTIFY 1-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME
3-CN3	DETERMINE TWO EQUIVALENT SETS BY MATCHING OBJECTS
4-CN3	DETERMINE TWO EQUIVALENT SETS BY MATCHING OBJECTS
5-CN4	IDENTIFY 2-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME
6-CN4	USE PLACE VALUE TO IDENTIFY DIGIT IN ONE'S PLACE

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (VERT.): 2-DIGIT + 2-DIGIT, WHOLE NUMBERS, NO REGROUPING
2-OP1	ADD (VERT.): 1-DIGIT + 1-DIGIT + 1-DIGIT, WHOLE NUMBERS
3-OP1	ADD (HORIZ.): 1-DIGIT + 1-DIGIT + 1-DIGIT, WHOLE NUMBERS
4-OP2	SUBTRACT (VERT.): 1-DIGIT - 1-DIGIT, WHOLE NUMBERS, NO REGROUPING
5-OP2	SUBTRACT (VERT.): 2-DIGIT - 2-DIGIT, WHOLE NUMBERS, NO REGROUPING
6-OP2	SUBTRACT (HORIZ.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, NO REGROUPING

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT THE APPROPRIATE INSTRUMENT TO MEASURE TEMPERATURE
2-ME1	RECOGNIZE THE COIN OF A GIVEN VALUE
3-ME1	RECOGNIZE THE DAY OF WEEK WHICH PRECEDES GIVEN DAYS
4-ME1	RECOGNIZE THE MONTH WHICH FOLLOWS THE GIVEN MONTH
5-ME3	READ THE CLOCK TO DETERMINE TIME TO THE HOUR
6-ME3	READ THE CLOCK TO DETERMINE TIME TO THE HOUR

	STATE % RIGHT
	98.4
	96.0
	98.0
	97.2
	96.2
	81.3
	90.7
	88.6
	86.0
	86.1
	85.8
	67.3
	97.5
	91.3
	89.4
	73.9
	97.2
	98.1

STATE TOTALS

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1	RECOGNIZE A CLOSED CURVE
2-GE1	IDENTIFY THE NAME OF THE FIGURE - TRIANGLE
3-GE1	IDENTIFY THE NAME OF THE FIGURE - RECTANGLE
4-GE2	COMPARE SIZES OF OBJECTS TO FIND SMALLEST
5-GE2	COMPARE SIZES OF OBJECTS TO FIND LARGEST
6-GE2	COMPARE SIZES OF OBJECTS TO FIND LARGEST

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: SUBTRACTION, WITH MONEY, MINUEND < 10
2-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10
3-PS0	SOLVE A PROBLEM: SUBTRACTION, WITH MONEY, MINUEND < 10
4-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10
5-PS0	SOLVE A PROBLEM: ADDITION, SUM < 10
6-PS0	SOLVE A PROBLEM: SUBTRACTION, MINUEND < 10

STATE % RIGHT
96.5
93.9
94.6
98.4
92.3
91.4
96.6
93.8
95.4
95.2
94.9
87.4

STATE TOTALS

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN1 COUNT FORWARD BY 1'S TO COMPLETE A PATTERN

2-CN1 COUNT FORWARD BY 5'S TO COMPLETE A PATTERN

3-CN2 IDENTIFY 2-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME

4-CN3 FIND CORRECT RELATIONSHIP BETWEEN TWO NUMBERS < 10

5-CN4 USE PLACE VALUE TO IDENTIFY DIGIT IN 1'S PLACE

6-CN5 INTERPRET INFORMATION IN A PICTURE GRAPH

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1 ADD (VERT.): 3-DIGIT + 3-DIGIT, WHOLE NUMBERS, NO REGROUPING

2-OP1 ADD (HORIZ.): 1-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING

3-OP1 ADD (HORIZ.): 1-DIGIT + 1-DIGIT + 1-DIGIT + 1-DIGIT, WITH REGROUPING

4-OP2 SUBTRACT (VERT.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, NO REGROUPING

5-OP2 SUBTRACT (HORIZ.): 2-DIGIT - 2-DIGIT, WHOLE NUMBERS, NO REGROUPING

6-OP2 SUBTRACT (VERT.): 2-DIGIT - 1-DIGIT, WHOLE NUMBERS, WITH REGROUPING

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1 SELECT APPROPRIATE UNIT TO MEASURE LENGTH, METRIC

2-ME1 SELECT APPROPRIATE UNIT TO MEASURE CAPACITY, CUSTOMARY

3-ME3 READ PICTURED THERMOMETER TO DETERMINE TEMPERATURE

4-ME3 READ PICTURED SCALE TO DETERMINE WEIGHT, METRIC

5-ME3 READ THE CLOCK TO DETERMINE TIME TO THE HALF-HOUR

6-ME3 READ THE CLOCK TO DETERMINE TIME TO THE HALF-HOUR

	STATE % RIGHT
	99.4
	95.3
	94.3
	90.0
	85.5
	96.9
	97.1
	87.8
	87.2
	96.2
	92.9
	61.0
	94.3
	83.9
	99.6
	98.9
	92.2
	87.4

STATE TOTALS

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1	RECOGNIZE AN OPEN CURVE
2-GE1	IDENTIFY THE NAME OF THE FIGURE - RECTANGLE
3-GE1	IDENTIFY THE NAME OF THE FIGURE - TRIANGLE
4-GE2	RECOGNIZE THE FIGURES WITH THE SAME SHAPE
5-GE2	RECOGNIZE THE FIGURES WITH THE SAME SIZE AND SHAPE
6-GE2	RECOGNIZE THE FIGURES WITH THE SAME SIZE AND SHAPE

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING
2-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING
3-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING
4-PS0	SOLVE A PROBLEM: ADDITION, NO REGROUPING
5-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING
6-PS0	SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING

	STATE % RIGHT
	98.8
	95.4
	94.7
	98.7
	99.0
	96.2
	97.2
	94.9
	95.1
	94.4
	90.0
	66.8

STATE TOTALS

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN1	COUNT FORWARD BY 3'S TO COMPLETE A PATTERN
2-CN2	IDENTIFY 3-DIGIT NUMBER EQUIVALENT TO GIVEN WORD NAME
3-CN3	IDENTIFY A CORRECT ARITHEMATIC SENTENCE INVOLVING BASIC FACTS
4-CN4	USE PLACE VALUE TO MATCH EXPANDED FORM TO A 3-DIGIT NO.
5-CN4	USE PLACE VALUE TO MATCH EXPANDED FORM TO A 3-DIGIT NO.
6-CN5	INTERPRET INFORMATION IN A TABLE

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (HORIZ.): 3-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING
2-OP1	ADD (VERT.): 3-DIGIT + 2-DIGIT, WHOLE NUMBERS, WITH REGROUPING
3-OP2	SUBTRACT (VERT.): 3-DIGIT - 3-DIGIT, WHOLE NUMBERS, WITH REGROUPING
4-OP2	SUBTRACT (HORIZ.): FRACTIONS, LIKE DENOMINATORS, NO REGROUPING, NO REDU
5-OP3	MULTIPLY (VERT.): 1-DIGIT X 1-DIGIT, WHOLE NUMBERS
6-OP4	DIVIDE (VERT.): 2-DIGIT BY 1-DIGIT, WHOLE NUMBERS, NO REMAINDER

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT APPROPRIATE UNIT TO MEASURE LENGTH, CUSTOMARY
2-ME2	ESTIMATE WIDTH, METRIC
3-ME3	DETERMINE THE VALUE OF PICTURED MONEY
4-ME3	READ PICTURED SCALE TO DETERMINE WEIGHT, CUSTOMARY
5-ME4	CONVERT UNITS OF TIME
6-ME4	CONVERT UNITS OF MONEY

	STATE % RIGHT
	87.0
	97.8
	49.5
	99.2
	79.4
	89.5
	92.6
	88.5
	76.0
CING	77.9
	91.8
	66.5
	97.0
	84.5
	96.4
	93.4
	86.9
	73.7

STATE TOTALS

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1 RECOGNIZE A POINT INSIDE A FIGURE

2-GE1 RECOGNIZE AN OPEN CURVE

3-GE1 RECOGNIZE A POINT

4-GE2 DETERMINE WHICH FIGURE SHOWS LINE OF SYMMETRY

5-GE2 DETERMINE WHICH FIGURE SHOWS LINE OF SYMMETRY

6-GE2 USE LINE OF SYMMETRY TO IDENTIFY THE PART WHICH COMPLETES FIGURE

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0 SOLVE A PROBLEM: ADDITION, WITH REGROUPING

2-PS0 SOLVE A PROBLEM: SUBTRACTION, NO REGROUPING

3-PS0 SOLVE A PROBLEM: 2 STEP SUBTRACTION, NO REGROUPING

4-PS0 SOLVE A PROBLEM: MULTIPLICATION

5-PS0 SOLVE A PROBLEM: MULTIPLICATION

6-PS0 SOLVE A PROBLEM: SUBTRACTION, WITH REGROUPING

	STATE % RIGHT
	99.5
	89.2
	84.0
	97.9
	72.0
	90.5
	95.1
	91.9
	74.2
	76.8
	73.5
	58.5

STATE TOTALS

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN2 IDENTIFY DECIMAL NUMBER EQUIVALENT TO GIVEN WORD NAME

2-CN3 IDENTIFY A CORRECT ARITHEMATIC SENTENCE USING FRACTIONS

3-CN4 USE PLACE VALUE TO IDENTIFY THE DIGIT IN HUNDREDTHS PLACE

4-CN4 USE PLACE VALUE TO IDENTIFY DECIMAL NUMBER TO GIVEN EXPANDED FORM

5-CN5 INTERPRET INFORMATION IN A PICTURE GRAPH, COMPUTATION INVOLVED

6-CN5 INTERPRET INFORMATION IN A BAR GRAPH, COMPUTATION INVOLVED

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1 ADD (HORIZ.): 3 DECIMAL ADDENDS, WITH REGROUPING

2-OP1 ADD (HORIZ.): 3 FRACTIONS, LIKE DENOM., WITH REDUCING

3-OP2 SUBTRACT (VERT.): FRACTIONS LIKE DENOM., WITH REDUCING

4-OP3 MULTIPLY (VERT.): 2 DECIMALS, WITH REGROUPING

5-OP4 DIVIDE (VERT.): 3-DIGIT BY 2-DIGIT, WHOLE NUMBERS, WITH REMAINDER

6-OP4 DIVIDE (HORIZ.): 2 PROPER FRACTIONS, WITH REDUCING AND REGROUPING

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1 SELECT APPROPRIATE UNIT TO MEASURE WEIGHT, CUSTOMARY

2-ME1 SELECT APPROPRIATE UNIT TO MEASURE DISTANCE, METRIC

3-ME2 ESTIMATE HEIGHT, METRIC

4-ME4 CONVERT UNITS OF LENGTH, CUSTOMARY

5-ME4 CONVERT UNITS OF CAPACITY, CUSTOMARY

6-ME5 USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY

LLS ASSESSMENT PROGRAM
ESPONSE SUMMARY
TICS

STATE COPY
GRADE: 6
SPRING 88
PAGE: 3
TOTAL REPORTED:43255

F-22

STATE % RIGHT
50.6
54.1
59.2
55.8
87.9
83.7
87.9
58.6
70.0
48.1
89.5
49.5
77.2
77.6
54.7
57.6
49.9
71.9

STATE TOTALS

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1 RECOGNIZE A CUBE

2-GE1 IDENTIFY A DIAGONAL

3-GE1 RECOGNIZE A DIAMETER

4-GE3 DETERMINE THE PERIMETER OF A RECTANGLE, CUSTOMARY

5-GE3 DETERMINE THE AREA OF A SQUARE, METRIC

6-GE3 DETERMINE THE AREA OF A RECTANGLE, METRIC

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0 SOLVE A PROBLEM USING A CHART: SINGLE OPERATION, MONEY

2-PS0 SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY

3-PS0 SOLVE A PROBLEM: MULTIPLE OPERATIONS, FRACTIONS

4-PS0 SOLVE A PROBLEM: MULTIPLE OPERATIONS

5-PS0 SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATE

6-PS0 SOLVE A PROBLEM: SINGLE OPERATION, ESTIMATE

ILLS ASSESSMENT PROGRAM
RESPONSE SUMMARY
ATICS

STATE COPY
GRADE: 6
SPRING 88
PAGE: 4
TOTAL REPORTED:43255

STATE % RIGHT
93.5
74.1
53.2
64.5
46.5
49.0
84.7
87.0
51.1
65.2
77.0
57.8

STATE TOTALS

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN2 IDENTIFY FRACTION EQUIVALENT TO GIVEN DECIMAL NUMBER

2-CN3 DETERMINE FRACTION WHICH MAKES INEQUALITY TRUE

3-CN3 DETERMINE THE LARGEST FRACTION IN A SET, UNLIKE DENOMINATORS

4-CN4 USE PLACE VALUE TO MATCH DECIMAL TO VERBAL FORM

5-CN4 USE PLACE VALUE TO MATCH WHOLE NUMBER TO EXPANDED EXPONENTIAL FORM

6-CN5 INTERPRET INFORMATION IN A LINE GRAPH

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1 ADD (VERT.): 3 MIXED NUMBERS, UNLIKE DENOM., WITH REGROUPING

2-OP2 SUBTRACT (HORIZ.): 2 DECIMALS, WITH REGROUPING

3-OP2 SUBTRACT (VERT.): FRACTIONS, UNLIKE DENOM.

4-OP3 MULTIPLY (HORIZ.): 2 DECIMAL NUMBERS, WITH REGROUPING

5-OP3 MULTIPLY (HORIZ.): PERCENTAGE OF GIVEN WHOLE NUMBER

6-OP4 DIVIDE (HORIZ.): MIXED NUMBER BY WHOLE NUMBER

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1 SELECT APPROPRIATE UNIT TO MEASURE VOLUME, METRIC

2-ME2 ESTIMATE AREA, METRIC

3-ME3 USE PICTURED PROTRACTOR TO DETERMINE MEASURE OF ANGLE

4-ME4 ADD UNITS OF LENGTH, CUSTOMARY WITH CONVERSION

5-ME4 MULTIPLY UNITS OF TIME, WITH CONVERSION

6-ME5 USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY

STATE COPY
GRADE: 8
SPRING 88
PACE: 3
TOTAL REPORTED:44369

	STATE % RIGHT
	46.9
	51.0
	33.6
	64.6
	44.2
	86.1
	70.9
	82.0
	82.1
	75.9
	71.8
	62.7
	61.6
	44.5
	68.4
	56.7
	44.5
	72.1

STATE TOTALS

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE1	RECOGNIZE INTERSECTING LINE SEGMENTS
2-GE1	RECOGNIZE A RADIUS
3-GE2	DETERMINE THE TRIANGLE CONGRUENT TO GIVEN TRIANGLE
4-GE2	DETERMINE THE TRIANGLE SIMILAR TO GIVEN TRIANGLE
5-GE3	DETERMINE THE VOLUME OF A SOLID, METRIC
6-GE3	DETERMINE THE AREA OF A TRIANGLE, CUSTOMARY

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS
2-PS0	SOLVE A PROBLEM: USING A BAR GRAPH: MULTIPLE OPERATIONS
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, DECIMALS
4-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, PERIMETER, MONEY
5-PS0	SOLVE A PROBLEM: SINGLE OPERATION, WHOLE NUMBERS, ESTIMATION
6-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, ESTIMATION

	STATE % RIGHT
	83.8
	70.0
	54.1
	45.5
	74.9
	25.9
	83.5
	52.2
	50.1
	44.0
	74.3
	43.9

SOUTH CAROLINA BASIC SKIL
JULY STATE ITEM RE
MATHEMAT
GRADE 10 - 1ST

STATE TOTALS

CONCEPTS (CN):
THE STUDENT CAN APPLY NUMERICAL CONCEPTS.

1-CN2	IDENTIFY DECIMAL EQUIVALENT TO GIVEN PERCENT
2-CN2	IDENTIFY WORD NAME EQUIVALENT TO GIVEN MONEY VALUE
3-CN3	DETERMINE AND COMPARE GIVEN UNIT PRICES
4-CN4	USE PLACE VALUE TO ROUND DECIMAL NO. TO NEAREST TEN
5-CN4	INTERPRET INFORMATION IN A MULTI-LINE GRAPH
6-CN5	INTERPRET INFORMATION IN A MULTI-LINE GRAPH
7-CN5	INTERPRET INFORMATION IN A TABLE
8-CN6	IDENTIFY SQUARE ROOT OF A GIVEN NO.
9-CN7	DETERMINE GROSS PAY GIVEN BASE RATE AND TIME WORKED
10-CN7	DETERMINE DISTANCE WHEN GIVEN RATE AND TIME

OPERATIONS (OP):
THE STUDENT CAN COMPUTE ACCURATELY.

1-OP1	ADD (VERT.): 3 MIXED NUMBERS, WITH REGROUPING AND REDUCING
2-OP1	ADD (HORIZ.): 3 SIGNED INTEGERS, WITH REGROUPING
3-OP2	SUBTRACT (VERT.): 2 DECIMALS, WITH REGROUPING
4-OP2	SUBTRACT (VERT.): 2 MIXED NUMBERS, WITH REGROUPING
5-OP3	MULTIPLY (VERT.): 2 DECIMALS, WITH REGROUPING
6-OP3	MULTIPLY (HORIZ.): 2 FRACTIONS, WITH REDUCING
7-OP3	MULTIPLY (HORIZ.): 2 WHOLE NUMBERS, WITH REGROUPING
8-OP4	DIVIDE (HORIZ.): 2 DECIMALS NO.
9-OP4	DIVIDE (HORIZ.): WHOLE NUMBER BY DECIMAL
10-OP4	DIVIDE (HORIZ.): FIND PERCENT OF A WHOLE NUMBER

STATE % RIGHT
68.4
59.5
65.7
67.6
90.1
80.8
64.0
78.4
88.8
89.9
77.5
77.4
92.1
65.4
95.3
94.3
81.3
86.1
62.2
40.6

STATE TOTALS

MEASUREMENT (ME):
THE STUDENT CAN APPLY MEASUREMENT CONCEPTS.

1-ME1	SELECT APPROPRIATE UNIT TO MEASURE VOLUME, METRIC
2-ME1	SELECT APPROPRIATE UNIT TO MEASURE HEIGHT, CUSTOMARY
3-ME2	ESTIMATE WIDTH, CUSTOMARY, UNIT PICTURED
4-ME2	ESTIMATE AREA, CUSTOMARY, UNIT PICTURED
5-ME3	USE RULER TO DETERMINE LENGTH OF LINE SEGMENT
6-ME3	USE PROTRACTOR TO DETERMINE MEASURE OF ANGLE (>90 DEGREES)
7-ME4	ADD UNITS OF TIME, WITH CONVERSION
8-ME4	MULTIPLY UNITS OF WEIGHT, CUSTOMARY, WITH CONVERSION
9-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, METRIC
10-ME5	USE SCALE DRAWING TO ESTIMATE DISTANCE, CUSTOMARY

GEOMETRY (GE):
THE STUDENT CAN APPLY GEOMETRIC CONCEPTS.

1-GE2	DETERMINE THE TRIANGLE CONGRUENT TO GIVEN TRIANGLE
2-GE2	DETERMINE THE TRIANGLE SIMILAR TO TRIANGLE EMBEDDED IN GIVEN FIGURE
3-GE2	DETERMINE LENGTH OF CORRESPONDING SIDE OF SIMILAR RECTANGLE
4-GE3	DETERMINE THE PERIMETER OF A REGULAR, POLYGON CUSTOMARY
5-GE3	DETERMINE THE POLYGON CIRCUMFERENCE OF A CIRCLE, CUSTOMARY
6-GE3	DETERMINE THE AREA OF A PARALLELOGRAM, CUSTOMARY
7-GE3	DETERMINE THE AREA OF A CIRCLE, CUSTOMARY
8-GE3	DETERMINE THE AREA OF A TRIANGLE, METRIC
9-GE3	DETERMINE THE VOLUME OF A RECTANGULAR SOLID, CUSTOMARY
10-GE3	DETERMINT THE VOLUME OF A CUBE, METRIC

	STATE % RIGHT
	86.4
	65.5
	72.3
	61.1
	80.0
	61.7
	79.3
	43.4
	74.9
	68.7
	86.4
	90.1
	58.5
	79.6
	58.5
	67.8
	60.7
	38.9
	88.0
	78.8

SOUTH CAROLINA BASIC SKIL
JULY STATE ITEM RE
MATHEMAT
GRADE 10 - 1ST

PROBLEM SOLVING (PS):
THE STUDENT CAN SOLVE PROBLEMS INVOLVING THE USE OF MATHEMATICS.

1-PS0	SOLVE A PROBLEM: USING A MAP, MULTIPLE OPERATIONS, ESTIMATION
2-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY, ESTIMATION
3-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, PERCENT, ESTIMATION
4-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION, MONEY
5-PS0	SOLVE A PROBLEM: DETERMINE MISSING INFORMATION
6-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, MONEY, CHART
7-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, TIME, CONVERSION
8-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS
9-PS0	SOLVE A PROBLEM: SINGLE OPERATION, CUSTOMARY MEASUREMENT
10-PS0	SOLVE A PROBLEM: MULTIPLE OPERATIONS, AREA

	STATE % RIGHT
	71.5
	66.5
	50.6
	84.0
	80.8
	76.7
	76.1
	60.4
	51.7
	52.4

APPENDIX G

BSAP TEST RESULTS BY DISTRICT, 1981-88
GRADES 1, 2, 3, 6, AND 8

BSAP DISTRICT TES

PERCENT MEETI
(THE * INDICATES THAT THE

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
ABBEVILLE	1980-1981	66.3	63.6	70.9	47.9	49.6
	1981-1982	73.4	72.0	76.8	55.4	44.0
	1982-1983	81.0	81.2	78.8	53.8	56.7
	1983-1984	83.7	75.9	80.4	64.1	63.4
	1984-1985	81.3	87.4	87.1	64.0	63.5
	1985-1986	84.4	86.8	93.5	69.5	78.1
	1986-1987	83.6	90.0	87.4	78.7	72.3
	1987-1988	82.4	88.4	91.1	71.0	75.3
AIKEN	1980-1981	68.4	60.4	67.3	55.3	51.5
	1981-1982	69.4	72.8	69.1	60.7	50.0
	1982-1983	76.7	72.3	78.4	68.6	60.8
	1983-1984	80.7	81.3	77.4	70.4	65.5
	1984-1985	80.6	81.2	85.3	68.0	66.3
	1985-1986	79.2	77.3	84.1	76.1	73.5
	1986-1987	78.7	82.5	81.2	79.2	70.2
	1987-1988	79.5	80.3	83.2	78.4	73.9
ALLENDALE	1980-1981	68.2	62.2	62.5	45.1	41.6
	1981-1982	57.3	63.7	62.3	52.5	38.9
	1982-1983	66.7	52.3	67.8	55.1	36.9
	1983-1984	71.8	65.9	61.0	48.3	46.7
	1984-1985	74.2	74.9	70.2	55.8	43.0
	1985-1986	68.6	73.2	76.9	62.8	60.5
	1986-1987	79.8	76.9	76.3	72.9	54.4
	1987-1988	77.0	70.3	82.3	56.9	63.7
ANDERSON 1	1980-1981	78.6	71.7	73.2	62.3	62.3
	1981-1982	75.5	76.5	76.0	73.2	60.6
	1982-1983	91.5	88.3	91.5	79.0	72.2
	1983-1984	96.3	90.7	93.2	78.8	77.2
	1984-1985	91.9	92.0	91.6	79.8	81.4
	1985-1986	94.1	91.5	96.0	87.0	87.6
	1986-1987	96.1	96.2	96.8	85.3	79.5
	1987-1988	93.6	87.4	91.0	79.1	79.7
ANDERSON 2	1980-1981	74.5	63.2	74.2	62.5	64.0
	1981-1982	81.5	68.4	75.9	66.3	66.8
	1982-1983	76.5	75.5	74.7	67.2	73.1
	1983-1984	83.8	78.6	84.9	76.2	75.1
	1984-1985	80.9	77.8	96.0	63.4	74.3
	1985-1986	87.1	85.3	93.3	74.9	77.7
	1986-1987	87.1	90.8	94.4	80.3	73.2
	1987-1988	80.3	90.2	96.0	81.3	71.7

SCORE SUMMARY

STANDARD
ORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
60.9	72.8	74.4	38.8	35.9	*	*	*
69.5	68.2	78.7	38.2	33.2	*	*	*
78.3	86.9	81.9	46.4	38.1	67.3	62.5	37.3
86.9	88.0	85.8	52.3	46.5	71.8	76.0	36.9
84.4	92.2	87.9	60.3	50.4	75.2	76.0	33.2
84.9	91.8	87.7	63.4	51.4	76.0	82.5	34.7
80.3	92.6	83.2	66.4	63.5	77.3	76.0	31.1
81.9	93.0	83.4	66.7	67.0	72.8	70.5	29.1
67.2	68.2	60.3	49.9	45.5	*	*	*
64.8	70.5	67.6	51.7	42.3	*	*	*
75.0	75.6	74.6	58.2	44.2	67.6	64.1	34.3
81.1	79.9	78.1	58.8	54.1	76.1	73.8	34.2
82.7	83.5	79.3	60.7	59.8	71.6	77.7	30.1
80.5	81.2	73.8	69.3	65.6	75.2	80.0	29.2
78.6	80.9	74.5	71.5	72.9	73.1	74.6	27.4
82.6	85.3	77.7	66.7	67.8	74.7	79.0	26.6
67.0	64.0	40.5	32.6	39.6	*	*	*
51.2	50.3	51.6	41.9	31.1	*	*	*
77.1	56.5	55.7	36.8	26.8	56.8	35.6	76.1
77.4	76.2	62.8	40.2	41.2	49.4	50.7	74.7
80.9	78.0	62.3	47.7	41.9	68.2	56.3	67.9
80.1	84.4	75.1	54.7	42.3	66.1	65.6	80.0
87.5	80.1	85.0	64.1	54.4	61.8	64.2	74.5
84.4	89.8	82.0	54.2	57.2	59.4	63.1	74.3
80.1	81.3	67.3	53.6	52.1	*	*	*
78.3	75.9	69.8	61.3	44.9	*	*	*
92.0	93.2	92.1	81.9	50.5	81.9	72.9	19.1
97.4	93.3	92.9	78.4	78.3	83.6	85.2	18.4
92.7	93.0	89.1	84.7	72.8	86.3	88.3	16.6
96.1	93.7	93.0	84.9	74.5	88.2	89.4	16.0
95.2	95.1	92.8	75.6	83.3	83.4	80.2	14.0
95.3	91.7	91.0	77.3	81.2	77.2	82.5	12.4
72.3	74.0	67.2	54.4	44.5	*	*	*
74.7	61.8	77.8	41.1	55.6	*	*	*
80.1	75.8	80.2	56.9	58.1	68.7	71.1	25.3
83.8	82.2	87.9	76.9	65.3	73.3	77.7	24.8
79.8	77.2	89.3	71.7	74.0	84.9	83.0	22.1
86.7	89.9	90.6	64.2	72.5	72.5	79.4	22.4
86.3	92.4	88.0	82.5	71.9	74.5	79.4	20.1
84.5	92.4	92.5	80.9	73.4	76.1	76.4	17.4

G-1

BSAP DISTRICT TES

PERCENT MEETI
(THE * INDICATES THAT THE

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	C8
ANDERSON 3	1980-1981	68.9	67.4	74.0	55.0	55.0
	1981-1982	77.2	70.2	77.6	65.7	49.5
	1982-1983	81.6	76.2	74.6	69.0	58.7
	1983-1984	87.7	75.8	82.1	72.0	65.7
	1984-1985	89.0	84.3	90.0	80.6	78.5
	1985-1986	90.4	90.6	93.7	74.3	72.7
	1986-1987	91.6	90.8	94.7	82.4	73.1
	1987-1988	85.8	85.7	92.2	81.8	84.0
ANDERSON 4	1980-1981	77.5	75.1	79.5	60.9	59.3
	1981-1982	75.0	85.0	82.1	66.3	61.4
	1982-1983	83.3	85.6	84.0	76.3	64.3
	1983-1984	85.4	83.4	91.7	75.4	71.2
	1984-1985	89.4	91.6	87.0	80.6	77.5
	1985-1986	80.0	84.3	91.9	79.5	82.0
	1986-1987	92.3	95.4	92.3	80.4	68.6
	1987-1988	85.6	90.5	92.6	76.7	81.9
ANDERSON 5	1980-1981	71.8	72.7	77.4	69.1	59.2
	1981-1982	75.3	71.8	79.7	72.0	57.3
	1982-1983	76.9	74.8	84.1	74.2	61.6
	1983-1984	82.6	82.4	85.7	75.6	63.6
	1984-1985	85.6	83.4	88.6	82.7	65.7
	1985-1986	86.1	85.0	91.4	74.8	72.4
	1986-1987	86.1	85.5	91.0	84.6	79.8
	1987-1988	85.7	88.2	89.8	84.0	79.9
BAMBERG 1	1980-1981	73.3	60.1	68.9	45.5	51.2
	1981-1982	79.1	57.2	58.1	57.5	42.6
	1982-1983	89.1	64.7	64.6	54.1	48.7
	1983-1984	77.4	74.6	75.2	62.3	47.4
	1984-1985	84.2	84.3	89.6	71.1	63.0
	1985-1986	71.4	83.7	85.2	66.4	64.5
	1986-1987	81.8	76.6	85.0	75.2	67.3
	1987-1988	83.9	74.3	78.4	85.5	63.6
BAMBERG 2	1980-1981	49.6	39.6	37.3	49.1	37.3
	1981-1982	47.5	33.9	41.5	50.0	36.4
	1982-1983	76.8	73.1	58.5	43.3	48.6
	1983-1984	85.4	64.8	58.7	46.9	45.1
	1984-1985	78.9	78.6	69.8	41.7	53.2
	1985-1986	59.5	66.1	79.4	46.2	54.1
	1986-1987	69.2	57.6	83.7	77.6	55.5
	1987-1988	69.5	65.0	85.4	64.9	58.2

T SCORE SUMMARY

NG STANDARD
SCORE IS NOT AVAILABLE.)

G-2

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
74.2	72.1	66.1	41.3	39.9	*	*	*
71.8	66.7	74.0	53.5	22.0	*	*	*
81.0	74.6	69.6	58.4	36.3	70.6	60.3	26.8
85.1	77.7	75.4	59.4	50.2	70.5	74.8	26.9
87.9	91.6	90.0	70.0	64.9	83.1	82.3	22.0
90.9	90.1	91.1	69.6	64.9	76.6	83.7	24.0
91.0	91.3	90.2	70.4	64.0	77.3	74.1	21.7
89.9	92.5	91.0	66.5	80.7	80.9	85.8	20.9
73.6	84.7	64.2	45.7	47.8	*	*	*
70.5	79.4	72.8	52.9	39.8	*	*	*
78.5	91.4	87.4	64.2	30.7	87.9	71.6	31.6
87.0	92.0	88.2	59.6	49.5	79.3	78.4	31.5
86.9	94.4	76.9	67.7	54.5	93.0	80.1	27.5
85.5	89.3	89.8	71.6	64.8	87.4	75.4	26.8
91.9	94.3	85.2	78.2	69.6	83.2	78.2	24.2
88.7	95.5	85.2	65.7	71.8	84.2	82.4	23.0
73.9	80.4	68.0	56.2	42.9	*	*	*
75.7	69.6	83.2	59.8	38.8	*	*	*
80.6	81.0	82.7	65.1	45.6	74.6	71.4	30.9
84.1	88.1	86.4	67.1	50.1	82.9	74.8	30.7
86.7	90.2	83.6	73.5	58.0	82.6	79.0	28.2
86.3	89.2	88.5	75.6	59.5	82.0	76.3	30.0
85.8	88.7	85.1	77.1	76.8	81.9	78.7	28.1
88.2	92.4	87.0	76.3	79.0	77.4	82.3	25.0
65.9	62.2	60.5	43.1	35.5	*	*	*
68.2	56.5	54.7	39.1	32.2	*	*	*
81.5	81.2	61.1	50.9	28.0	59.7	65.3	62.7
80.8	81.0	70.8	47.3	42.5	69.7	60.9	63.8
80.8	92.6	74.8	53.0	52.7	79.9	80.7	59.6
72.7	90.7	85.2	61.3	55.9	72.3	69.7	60.7
84.8	75.8	68.4	62.8	65.8	81.4	78.2	57.0
87.2	94.7	87.9	75.0	67.1	91.1	76.2	56.3
55.2	52.8	35.7	34.8	18.4	*	*	*
51.7	38.6	44.2	36.3	18.2	*	*	*
71.2	80.7	68.3	46.3	18.3	52.1	64.2	79.5
81.0	68.5	72.5	43.4	74.3	46.9	76.1	79.4
76.6	81.0	67.2	37.5	61.5	53.3	68.8	76.6
77.0	68.8	60.3	46.2	41.3	47.2	67.0	76.4
76.7	72.7	75.0	44.9	56.3	59.8	44.4	77.3
73.8	83.3	83.3	38.6	67.3	67.0	54.6	74.4

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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
BARNWELL 19	1980-1981	63.6	57.9	64.9	55.8	28.2
	1981-1982	50.0	56.3	74.7	54.8	41.6
	1982-1983	66.3	69.2	90.1	48.1	61.9
	1983-1984	82.4	78.3	90.9	54.3	64.5
	1984-1985	89.0	77.4	93.6	61.3	62.9
	1985-1986	76.3	96.2	87.2	81.2	69.5
	1986-1987	96.7	95.3	94.2	76.5	62.2
	1987-1988	98.9	96.7	98.9	74.7	84.6
BARNWELL 29	1980-1981	79.1	48.8	63.5	47.3	27.1
	1981-1982	61.5	55.7	57.7	58.4	45.0
	1982-1983	54.1	63.6	62.4	41.8	41.2
	1983-1984	69.9	52.9	57.1	55.9	55.0
	1984-1985	81.3	84.0	84.1	62.9	53.7
	1985-1986	83.7	75.9	79.5	65.0	69.5
	1986-1987	86.7	88.4	92.7	71.0	66.2
	1987-1988	88.8	87.4	89.3	82.1	82.7
BARNWELL 45	1980-1981	62.1	54.6	57.3	53.8	44.9
	1981-1982	68.1	74.5	61.7	62.4	57.7
	1982-1983	76.7	68.0	80.1	59.6	53.8
	1983-1984	89.0	71.5	64.1	55.9	55.1
	1984-1985	81.7	81.0	75.6	52.7	62.4
	1985-1986	72.7	88.7	89.6	67.3	73.8
	1986-1987	82.5	90.3	95.0	75.4	65.7
	1987-1988	91.3	89.9	92.4	70.5	62.1
BEAUFORT	1980-1981	64.9	59.9	61.8	51.1	37.6
	1981-1982	68.0	65.1	61.3	54.5	43.6
	1982-1983	71.6	62.2	68.3	58.2	43.4
	1983-1984	79.3	66.2	69.8	59.1	48.7
	1984-1985	80.4	69.8	76.7	62.6	53.5
	1985-1986	80.3	77.4	83.2	71.3	58.6
	1986-1987	85.0	80.5	84.9	76.5	59.6
	1987-1988	85.9	81.1	84.0	77.6	59.1
BERKELEY	1980-1981	70.4	65.3	72.9	55.5	56.5
	1981-1982	73.7	71.2	73.7	69.1	56.5
	1982-1983	73.7	69.1	79.3	62.8	53.8
	1983-1984	80.7	73.7	79.7	64.8	66.7
	1984-1985	82.5	77.9	82.8	63.3	65.9
	1985-1986	83.1	79.6	87.7	68.4	72.4
	1986-1987	83.5	84.3	86.1	74.5	74.0
	1987-1988	84.9	84.1	87.4	74.0	76.3

ST SCORE SUMMARY

ING STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
70.3	76.8	73.4	44.2	15.4	*	*	*
56.0	72.5	75.8	43.0	27.3	*	*	*
79.1	85.9	84.0	47.2	51.5	48.1	55.7	73.2
79.1	91.6	94.8	54.7	58.1	54.7	76.1	72.4
87.8	94.0	91.0	69.9	62.4	58.1	79.8	69.8
87.1	96.2	79.1	87.0	65.9	79.7	78.6	66.3
95.6	96.5	98.8	63.0	70.7	60.5	73.2	63.1
95.7	96.7	100.0	82.9	75.4	77.1	74.6	58.0
69.6	54.2	67.1	47.3	20.0	*	*	*
51.3	53.4	57.7	53.2	25.0	*	*	*
51.8	62.3	64.7	49.5	27.5	70.3	50.0	53.2
71.1	58.3	80.5	52.7	69.1	69.9	67.1	51.4
87.5	97.3	84.1	62.3	63.7	62.9	73.7	46.7
81.4	90.4	79.5	58.7	62.2	80.0	76.8	47.6
82.7	97.1	78.0	63.8	75.4	72.5	64.6	46.3
85.9	85.2	83.8	59.0	77.6	71.8	66.7	45.7
53.7	63.2	48.3	42.2	36.1	*	*	*
69.1	83.0	60.1	49.7	38.3	*	*	*
83.6	76.2	75.2	47.9	41.9	72.2	62.7	46.8
81.4	86.8	71.2	42.9	47.3	68.0	81.5	45.5
84.0	82.8	81.3	51.1	52.5	76.2	78.7	42.2
74.7	97.4	94.0	61.4	52.9	80.1	86.7	41.6
81.9	96.1	96.2	69.5	70.3	77.5	76.7	37.7
91.4	97.2	94.3	64.0	69.2	71.3	89.1	38.3
60.4	65.5	49.9	39.9	37.0	*	*	*
62.1	53.4	59.0	43.0	39.1	*	*	*
68.0	69.1	62.8	53.5	30.3	75.0	56.9	49.0
75.2	68.4	64.6	43.1	40.1	66.6	68.5	49.0
80.7	78.3	67.2	54.4	45.4	70.9	73.3	42.3
84.3	82.4	69.4	65.0	48.2	76.1	74.0	41.9
84.7	81.6	79.8	69.7	58.0	78.5	70.3	38.4
86.6	86.5	78.1	71.9	53.8	77.6	72.7	37.1
70.2	72.9	65.2	50.6	55.9	*	*	*
69.4	69.1	72.0	53.3	47.5	*	*	*
76.3	77.9	75.2	55.0	42.2	67.8	67.7	31.8
82.7	84.1	78.1	56.9	55.0	74.2	76.2	30.2
83.1	83.4	76.8	58.5	57.1	77.3	76.3	27.9
86.3	87.2	82.8	64.1	59.6	74.7	79.8	27.4
85.1	88.9	82.8	72.1	69.8	75.6	74.6	27.8
88.3	91.2	85.8	72.3	72.4	78.2	77.2	24.7

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BSAP DISTRICT TEST

PERCENT MEETING
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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
CALHOUN	1980-1981	69.8	45.6	57.8	36.1	28.6
	1981-1982	78.5	58.5	63.6	34.6	36.7
	1982-1983	72.0	60.7	68.9	30.4	36.4
	1983-1984	85.7	64.1	73.5	44.7	33.8
	1984-1985	88.0	65.5	67.9	47.9	39.3
	1985-1986	88.1	75.3	85.4	66.4	58.3
	1986-1987	91.9	85.6	96.9	63.0	51.9
	1987-1988	86.9	77.5	89.2	65.1	72.0
CHARLESTON	1980-1981	74.8	67.9	71.7	55.0	47.6
	1981-1982	76.6	74.8	71.4	61.6	51.8
	1982-1983	75.5	73.7	83.4	64.2	57.2
	1983-1984	80.2	80.4	83.7	71.6	58.9
	1984-1985	80.4	82.6	89.5	72.5	71.4
	1985-1986	80.0	84.3	91.4	78.9	78.0
	1986-1987	82.2	87.5	93.6	83.8	78.7
	1987-1988	84.7	88.5	92.9	81.0	79.9
CHEROKEE	1980-1981	74.1	50.3	62.1	52.8	42.7
	1981-1982	66.8	58.3	57.3	54.9	42.2
	1982-1983	74.8	61.6	67.6	53.3	47.9
	1983-1984	81.4	69.4	74.1	57.9	48.7
	1984-1985	84.6	76.0	81.0	64.4	52.9
	1985-1986	84.1	78.0	85.3	72.4	66.8
	1986-1987	85.7	81.9	85.4	78.7	59.9
	1987-1988	88.2	79.3	84.2	78.3	63.7
CHESTER	1980-1981	49.2	40.0	54.3	36.5	38.8
	1981-1982	53.7	40.9	45.9	43.6	36.7
	1982-1983	58.2	49.4	55.6	48.4	46.9
	1983-1984	61.2	57.5	60.8	54.5	46.7
	1984-1985	71.3	63.9	72.5	61.8	58.8
	1985-1986	78.1	68.1	79.2	63.8	65.1
	1986-1987	77.7	75.3	80.9	73.8	62.3
	1987-1988	80.7	77.6	76.9	73.2	66.5
CHESTERFIELD	1980-1981	59.4	49.4	60.1	49.2	42.9
	1981-1982	63.3	56.4	65.7	50.2	45.7
	1982-1983	70.9	65.1	76.2	58.0	51.0
	1983-1984	70.6	64.8	72.8	66.0	54.1
	1984-1985	74.2	68.6	79.9	71.6	69.5
	1985-1986	69.4	64.6	79.9	68.4	72.0
	1986-1987	72.7	75.7	80.4	68.7	72.1
	1987-1988	83.6	79.3	83.6	66.2	71.0

SCORE SUMMARY

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BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
64.3	62.2	54.4	25.0	19.9	*	*	*
75.0	45.6	66.4	24.0	17.6	*	*	*
80.0	69.8	64.2	28.6	20.7	36.7	41.8	87.4
80.6	72.1	78.9	41.2	38.1	48.8	53.7	84.5
90.4	77.6	73.6	38.3	33.5	43.7	49.1	79.1
89.9	86.4	79.4	54.7	51.9	71.1	66.0	75.9
91.3	91.8	91.7	52.7	67.4	56.8	60.5	72.0
86.3	83.9	85.4	56.2	71.2	57.0	74.6	65.3
71.4	74.8	66.3	45.5	36.0	*	*	*
71.2	66.9	67.9	47.4	33.7	*	*	*
74.4	75.7	77.3	51.3	37.5	67.1	66.4	45.0
80.8	84.6	83.7	60.0	49.5	72.6	72.0	45.8
83.0	86.4	83.6	65.1	57.0	73.5	78.7	41.9
84.3	87.0	83.6	69.6	64.1	79.0	77.5	42.0
84.2	89.2	87.6	74.5	69.6	77.4	73.1	40.4
86.9	90.7	87.1	70.5	74.6	75.8	80.3	39.9
74.8	64.2	66.0	56.4	42.0	*	*	*
69.3	55.7	66.8	48.0	37.9	*	*	*
77.2	75.6	77.1	59.4	29.1	76.1	70.3	38.1
82.0	84.5	80.4	60.6	39.3	73.3	70.4	37.9
84.7	86.5	80.9	63.2	45.0	74.4	75.7	34.6
84.1	90.7	82.1	77.5	45.2	81.3	74.7	33.5
82.0	90.8	87.5	78.4	60.2	83.0	67.4	29.7
88.4	90.6	88.9	74.5	60.6	82.2	78.4	28.4
58.4	44.4	52.9	32.6	32.2	*	*	*
55.0	37.9	49.3	32.0	26.7	*	*	*
62.7	62.0	61.0	46.4	25.1	60.9	54.3	46.6
77.7	71.3	67.6	39.4	33.8	60.8	61.0	46.2
80.5	78.0	79.0	60.6	42.9	67.2	68.7	43.3
78.0	71.4	75.9	62.5	48.6	70.8	76.1	43.7
83.7	86.9	79.0	67.7	60.5	67.1	71.8	40.3
87.9	90.4	77.3	68.1	58.6	76.4	76.4	36.9
68.3	62.5	61.3	36.8	32.8	*	*	*
62.9	55.1	66.1	35.4	30.0	*	*	*
74.2	68.2	78.0	53.9	30.7	66.5	53.3	49.0
74.7	73.5	73.8	57.4	43.4	69.6	60.7	47.9
77.4	73.1	77.3	65.3	52.7	71.4	80.2	43.4
71.1	73.1	81.0	61.8	57.1	77.2	78.8	45.9
78.1	80.7	77.7	59.7	71.5	72.7	71.1	41.7
84.6	87.9	82.4	56.4	69.9	69.3	78.9	38.2

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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
CLARENDON 1	1980-1981	53.8	29.7	38.5	26.4	12.7
	1981-1982	63.6	18.8	44.2	20.2	12.2
	1982-1983	57.7	34.1	35.9	25.2	15.2
	1983-1984	65.3	64.0	56.4	43.9	28.0
	1984-1985	75.4	43.8	66.7	28.7	35.1
	1985-1986	76.4	52.3	61.9	38.9	47.8
	1986-1987	85.9	90.0	68.6	52.6	47.5
	1987-1988	85.3	77.7	73.4	50.5	41.5
CLARENDON 2	1980-1981	70.4	46.4	54.5	38.8	36.3
	1981-1982	54.9	59.5	52.2	49.5	41.3
	1982-1983	60.2	62.4	70.5	57.6	52.4
	1983-1984	80.4	53.1	65.9	56.2	49.2
	1984-1985	88.7	77.0	75.6	66.8	62.9
	1985-1986	80.4	74.5	84.7	75.7	66.2
	1986-1987	80.8	75.4	79.8	75.8	65.7
	1987-1988	88.0	71.6	84.2	81.1	74.4
CLARENDON 3	1980-1981	56.0	74.4	72.1	38.2	43.2
	1981-1982	43.4	66.7	64.4	44.7	39.5
	1982-1983	55.1	63.3	78.0	42.6	36.7
	1983-1984	77.3	84.1	74.1	53.5	55.8
	1984-1985	89.3	81.9	83.0	61.9	56.9
	1985-1986	78.6	72.2	81.3	79.8	73.2
	1986-1987	82.0	76.2	87.1	84.0	77.0
	1987-1988	80.2	77.5	93.1	84.0	86.2
COLLETON	1980-1981	58.2	52.0	59.2	43.2	38.7
	1981-1982	69.8	68.7	63.2	51.7	41.6
	1982-1983	66.5	67.6	73.9	51.6	41.9
	1983-1984	75.0	69.7	74.7	59.2	52.9
	1984-1985	77.3	74.5	78.5	60.1	56.4
	1985-1986	73.9	73.2	81.6	65.3	65.3
	1986-1987	85.2	77.1	81.9	73.7	69.0
	1987-1988	87.2	78.4	89.0	56.3	72.7
DARLINGTON	1980-1981	72.9	56.*	62.6	49.3	44.7
	1981-1982	78.7	66.5	65.3	55.2	40.5
	1982-1983	81.3	65.8	69.1	52.9	45.0
	1983-1984	81.9	72.3	74.2	60.4	45.2
	1984-1985	84.0	74.7	81.3	62.0	50.8
	1985-1986	86.9	77.8	82.4	66.4	60.7
	1986-1987	88.8	83.6	83.5	69.6	65.2
	1987-1988	84.6	84.1	83.7	73.5	62.5

ST SCORE SUMMARY

ING STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
47.4	50.0	35.9	15.7	5.7	*	*	*
47.7	38.8	87.5	13.8	13.3	*	*	*
55.7	47.1	43.6	43.2	7.2	29.1	15.2	98.4
66.9	82.6	74.4	35.6	33.7	46.9	30.6	103.9
66.1	58.0	62.2	29.6	68.4	44.4	62.3	96.7
81.3	61.7	66.0	36.1	59.3	41.7	54.9	94.7
90.7	87.6	80.0	53.9	31.3	51.3	42.0	91.9
85.3	93.8	76.1	31.9	56.9	53.8	43.1	89.3
65.5	57.0	50.2	47.1	40.5	*	*	*
60.3	58.0	63.3	43.4	34.3	*	*	*
63.7	63.4	66.2	56.2	36.0	52.4	62.9	65.2
79.4	62.8	64.9	45.0	45.8	58.9	69.0	64.8
89.8	89.3	83.7	67.7	58.2	65.6	82.4	59.4
77.7	90.9	83.5	72.9	58.8	69.4	73.3	51.8
78.7	93.6	79.1	73.1	69.1	65.5	61.3	51.5
92.0	94.4	90.1	80.0	74.0	72.8	79.0	49.5
47.6	78.0	58.3	33.3	41.9	*	*	*
30.1	69.5	66.7	38.2	58.1	*	*	*
50.0	82.3	80.5	45.1	38.9	55.4	42.6	62.4
80.0	97.6	69.0	40.9	55.8	60.9	76.9	62.7
89.3	90.4	88.6	47.6	59.6	60.0	67.9	58.8
80.6	79.6	69.8	66.0	69.1	80.9	73.2	60.7
78.1	82.0	60.2	78.4	81.6	76.0	59.8	53.9
83.8	91.7	88.1	69.1	90.0	72.6	85.0	51.9
49.7	57.3	52.4	33.5	37.7	*	*	*
52.6	55.4	53.7	46.1	39.5	*	*	*
64.3	70.3	74.3	41.3	31.9	65.5	53.2	58.4
72.1	78.7	70.3	48.9	44.2	64.9	56.7	61.1
73.9	85.7	75.4	54.6	47.2	66.9	65.5	53.4
80.6	80.5	70.9	57.6	49.1	73.5	70.3	51.4
81.2	80.0	72.8	60.6	64.1	72.3	66.8	48.2
88.0	87.3	77.0	60.9	71.2	65.4	77.5	48.6
71.0	69.0	59.7	37.4	35.3	*	*	*
74.6	67.9	65.8	42.2	32.4	*	*	*
80.1	71.3	75.0	54.7	34.6	63.2	62.6	51.8
84.2	77.3	79.3	48.0	39.9	68.1	62.4	49.6
85.3	80.7	81.7	56.8	48.8	74.4	70.3	48.6
86.3	82.4	77.4	61.2	49.8	79.0	69.4	49.3
84.0	82.1	76.1	63.7	63.0	73.7	70.1	46.1
85.2	89.4	79.5	63.1	66.2	80.2	71.9	48.1

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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
DILLON 1	1980-1981	74.3	55.6	73.2	57.6	38.6
	1981-1982	63.9	70.3	59.6	57.6	39.3
	1982-1983	75.0	59.8	76.0	47.1	59.4
	1983-1984	84.5	70.1	65.1	63.9	59.0
	1984-1985	88.0	75.9	80.3	61.0	53.7
	1985-1986	69.3	74.4	92.9	68.8	70.7
	1986-1987	81.7	81.4	87.8	69.9	60.0
	1987-1988	76.5	89.3	87.5	72.4	72.8
DILLON 2	1980-1981	63.0	54.3	56.7	52.9	35.8
	1981-1982	61.3	49.2	56.4	51.9	41.5
	1982-1983	68.0	57.0	59.7	46.8	45.0
	1983-1984	80.2	64.2	61.1	50.1	49.7
	1984-1985	87.3	62.6	73.1	55.0	48.3
	1985-1986	77.4	72.0	77.2	56.3	49.0
	1986-1987	85.8	85.8	82.1	66.3	58.7
	1987-1988	88.2	77.3	90.6	64.8	54.2
DILLON 3	1980-1981	80.1	73.3	81.3	47.2	45.6
	1981-1982	78.2	71.9	79.1	46.6	35.6
	1982-1983	88.8	66.9	85.4	62.1	41.9
	1983-1984	89.0	74.7	81.4	52.3	57.0
	1984-1985	91.3	77.7	87.6	50.5	66.1
	1985-1986	93.4	76.6	87.1	69.5	67.5
	1986-1987	90.7	81.0	84.0	73.9	80.1
	1987-1988	88.1	89.0	87.7	70.2	83.3
DORCHESTER 2	1980-1981	79.9	81.4	84.3	72.1	67.5
	1981-1982	78.6	83.5	83.4	77.1	69.5
	1982-1983	79.1	85.4	87.1	71.5	70.7
	1983-1984	76.8	86.8	86.7	74.3	69.1
	1984-1985	81.9	86.4	92.5	75.0	76.0
	1985-1986	84.3	89.6	91.8	76.4	77.3
	1986-1987	88.2	92.2	93.3	87.9	74.6
	1987-1988	91.3	90.0	92.9	93.5	78.3
DORCHESTER 4	1980-1981	*	*	*	*	*
	1981-1982	*	*	*	*	*
	1982-1983	*	*	*	*	*
	1983-1984	*	*	*	*	*
	1984-1985	*	*	*	*	*
	1985-1986	*	*	*	*	*
	1986-1987	89.8	81.8	86.5	71.4	57.8
	1987-1988	81.5	81.4	84.7	72.9	64.7

EST SCORE SUMMARY

TING STANDARD
F SCORE IS NOT AVAILABLE.)

G6

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
82.9	79.0	81.7	56.1	54.2	*	*	*
57.8	70.3	74.2	56.0	36.0	*	*	*
76.0	80.5	84.0	61.8	59.4	64.7	68.1	64.6
70.1	88.3	81.4	73.5	72.3	72.3	77.1	67.8
80.7	86.2	84.5	61.0	55.2	81.8	62.7	63.6
78.2	82.2	89.0	67.5	70.7	71.4	78.7	60.4
79.6	87.3	95.6	61.6	51.8	77.0	72.9	60.7
83.3	93.4	88.6	56.6	61.3	73.7	67.5	60.2
68.8	59.8	54.1	52.0	29.6	*	*	*
62.0	46.4	67.3	44.9	32.4	*	*	*
64.4	64.2	60.7	47.1	35.0	57.4	56.9	69.0
84.3	76.0	66.9	42.9	45.5	55.0	59.4	65.8
88.9	75.6	76.7	39.8	43.4	66.4	65.8	64.0
86.7	84.5	77.2	54.9	45.3	69.4	73.9	65.5
87.8	90.7	80.9	62.4	62.5	64.5	66.6	62.4
91.6	90.7	81.9	65.1	56.7	68.0	65.4	68.8
81.7	73.9	74.8	47.2	44.2	*	*	*
78.7	71.9	70.5	48.5	36.3	*	*	*
85.1	79.9	86.2	64.7	45.3	80.2	42.7	64.9
86.6	76.7	89.3	51.5	63.4	68.5	72.0	65.1
91.9	84.5	79.6	62.5	72.5	73.0	83.5	59.9
91.6	75.9	85.6	66.4	58.3	74.2	82.5	60.8
90.7	84.4	80.6	65.9	86.0	73.2	84.6	57.4
93.7	96.1	81.5	71.0	84.2	69.5	87.7	56.1
70.4	83.3	69.6	56.1	56.4	*	*	*
69.8	74.2	73.1	60.6	62.6	*	*	*
77.0	85.8	84.3	66.9	61.2	93.5	75.3	16.0
78.2	87.9	83.6	67.4	66.9	85.7	80.4	16.3
82.3	89.6	84.3	70.9	68.8	87.3	82.2	14.5
87.3	91.5	83.1	68.2	69.0	81.3	92.9	13.4
89.5	92.3	92.6	80.4	81.2	93.5	82.4	13.1
92.9	91.9	92.6	75.2	76.1	94.5	83.7	13.0
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
85.3	78.6	70.3	69.6	47.2	81.0	59.4	58.0
84.1	81.9	82.6	73.4	63.6	79.7	72.7	57.8

BSAP DISTRICT TES

PERCENT MEETI
(TIME = INDICATES THAT THE

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G4	G8
EDGEFIELD	1980-1981	67.1	62.2	73.9	55.7	44.5
	1981-1982	64.1	70.7	73.5	57.7	50.2
	1982-1983	71.7	69.3	77.7	57.7	56.1
	1983-1984	70.3	74.5	77.5	57.9	55.0
	1984-1985	77.9	80.7	83.7	66.5	61.7
	1985-1986	81.6	75.3	85.1	66.5	75.2
	1986-1987	81.8	84.5	90.6	80.4	73.0
	1987-1988	82.5	89.0	86.5	78.7	77.9
FAIRFIELD	1980-1981	50.1	37.1	43.4	31.9	22.7
	1981-1982	47.4	38.2	45.2	40.9	25.2
	1982-1983	63.6	44.4	51.0	34.0	30.9
	1983-1984	71.9	57.5	47.3	43.5	36.5
	1984-1985	75.2	63.6	71.6	41.9	46.9
	1985-1986	83.4	71.9	70.7	49.9	54.6
	1986-1987	89.2	75.0	80.0	59.6	51.8
	1987-1988	89.6	78.9	76.7	57.9	54.4
FLORENCE 1	1980-1981	69.5	55.0	68.4	53.8	53.2
	1981-1982	69.8	64.3	69.6	59.6	53.6
	1982-1983	70.0	65.9	71.0	56.6	54.5
	1983-1984	76.9	68.1	75.2	57.6	57.0
	1984-1985	72.7	81.0	84.2	70.8	60.9
	1985-1986	82.7	82.7	85.8	73.9	68.3
	1986-1987	87.0	91.6	88.2	83.1	70.5
	1987-1988	84.2	87.8	90.6	79.3	73.8
FLORENCE 2	1980-1981	80.9	54.6	73.5	62.7	56.5
	1981-1982	63.9	71.9	59.6	59.6	57.4
	1982-1983	72.2	75.2	71.2	59.4	62.4
	1983-1984	64.1	67.5	66.4	54.3	49.5
	1984-1985	78.9	64.7	76.5	61.6	58.9
	1985-1986	80.3	79.0	76.8	69.1	71.9
	1986-1987	81.8	79.8	78.9	76.9	67.8
	1987-1988	87.3	84.0	82.6	73.6	72.0
FLORENCE 3	1980-1981	55.0	43.9	50.2	41.0	36.5
	1981-1982	75.0	54.6	52.3	49.6	34.1
	1982-1983	75.6	69.1	57.1	39.7	42.0
	1983-1984	73.5	68.1	67.3	47.6	46.8
	1984-1985	80.2	74.2	77.6	51.5	53.1
	1985-1986	82.6	77.9	77.3	53.7	55.6
	1986-1987	85.7	79.7	76.1	66.0	57.5
	1987-1988	87.7	86.7	83.1	67.7	64.7

T SCORE SUMMARY

NG STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
65.5	66.3	64.8	53.8	46.9	*	*	*
56.3	53.2	73.4	45.8	48.4	*	*	*
69.0	68.8	81.8	60.0	37.7	62.5	60.2	58.7
69.6	77.4	82.6	61.0	43.2	62.7	62.7	58.9
78.1	86.4	72.8	60.9	58.5	79.1	75.5	52.9
82.8	83.1	85.1	64.9	59.0	75.5	72.9	55.6
91.5	89.2	81.3	70.2	68.7	71.7	72.9	46.9
86.9	94.5	83.5	71.8	65.9	73.5	71.9	47.4
49.3	47.2	51.0	24.0	22.6	*	*	*
46.0	46.7	61.4	26.9	10.5	*	*	*
68.6	55.0	70.5	27.6	22.7	47.9	42.4	67.9
78.6	74.9	67.7	37.4	30.5	48.5	52.3	70.4
78.5	81.0	79.6	33.1	39.5	56.5	66.7	62.2
83.9	81.1	76.6	48.4	52.1	61.5	65.8	61.6
85.2	79.1	74.1	52.2	62.8	61.6	54.0	55.9
87.4	85.4	77.3	46.3	59.4	60.9	65.9	50.9
68.1	66.4	61.5	50.9	50.6	*	*	*
61.4	59.6	61.9	53.4	47.1	*	*	*
73.1	66.7	69.6	56.5	41.4	64.9	65.9	40.4
73.6	74.1	74.7	55.9	54.9	74.3	73.4	39.6
74.9	86.1	79.4	61.2	55.8	80.7	72.4	38.7
85.3	85.9	78.8	65.9	57.4	77.0	72.5	39.5
84.4	86.9	84.4	77.6	66.7	80.6	73.5	38.0
85.2	91.5	86.7	76.5	63.9	84.7	77.8	36.4
79.8	55.7	70.9	50.0	53.3	*	*	*
67.2	63.5	54.5	53.5	43.5	*	*	*
80.2	80.0	70.2	54.5	56.0	55.4	65.1	53.4
64.1	69.2	78.5	45.2	44.2	62.2	66.3	51.6
84.4	76.7	71.8	54.7	55.6	70.9	67.0	49.3
89.8	85.8	76.0	68.8	68.2	74.2	80.0	50.7
90.5	86.3	83.5	65.5	74.4	65.0	74.2	49.0
91.5	98.3	89.6	64.8	83.9	70.2	88.2	47.3
56.5	53.0	46.6	28.1	30.2	*	*	*
65.4	55.8	50.2	31.5	31.8	*	*	*
73.9	71.0	57.7	34.5	31.2	43.3	45.0	71.8
80.3	70.9	65.5	39.7	45.5	51.1	60.9	71.5
74.7	78.0	68.0	41.3	54.7	57.8	65.5	73.7
82.2	80.4	65.1	52.8	51.4	63.7	65.3	67.8
84.5	85.0	68.6	55.0	66.2	63.7	50.6	65.1
90.7	92.6	86.4	55.0	71.0	64.3	66.7	61.6

G-7

BSAP DISTRICT TES

PERCENT MEETI
(THE * INDICATES THAT THE

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
FLORENCE 4	1980-1981	40.3	29.5	35.7	13.5	25.9
	1981-1982	62.7	47.3	41.2	20.2	32.2
	1982-1983	59.4	34.6	37.8	15.3	21.0
	1983-1984	67.2	40.0	44.2	28.0	30.6
	1984-1985	72.7	62.4	68.4	32.7	28.9
	1985-1986	84.5	68.2	79.1	36.9	35.8
	1986-1987	88.0	85.1	69.8	60.5	50.5
	1987-1988	86.2	78.5	90.3	70.7	62.2
FLORENCE 5	1980-1981	83.1	78.9	81.6	56.0	42.9
	1981-1982	81.6	83.2	72.0	67.0	58.8
	1982-1983	82.2	81.7	80.3	65.3	59.6
	1983-1984	89.1	84.5	74.7	69.7	61.5
	1984-1985	84.1	83.3	78.9	62.1	67.9
	1985-1986	81.4	90.4	86.6	74.0	71.1
	1986-1987	77.5	93.3	86.3	79.8	72.0
	1987-1988	88.1	91.5	89.9	85.6	78.7
GEORGETOWN	1980-1981	55.7	55.5	56.5	41.9	40.0
	1981-1982	61.6	63.4	59.9	54.9	42.9
	1982-1983	68.1	67.7	71.0	52.1	45.4
	1983-1984	69.3	74.7	77.7	58.2	51.9
	1984-1985	73.1	77.6	83.9	64.3	56.0
	1985-1986	83.7	80.5	89.5	71.0	66.1
	1986-1987	85.6	88.7	91.2	84.3	72.8
	1987-1988	87.5	90.2	92.9	83.4	80.7
GREENVILLE	1980-1981	74.8	68.9	76.0	64.5	60.9
	1981-1982	78.3	76.8	77.5	72.2	62.2
	1982-1983	78.8	77.2	82.0	71.8	63.2
	1983-1984	82.9	83.2	83.6	72.4	66.9
	1984-1985	82.4	85.0	88.2	66.6	70.1
	1985-1986	82.2	86.2	90.0	72.2	74.6
	1986-1987	85.5	89.9	90.8	79.9	76.6
	1987-1988	87.7	90.7	89.7	76.6	74.9
GREENWOOD 50	1980-1981	63.6	58.0	63.7	50.3	49.3
	1981-1982	63.1	63.8	68.4	62.1	46.4
	1982-1983	66.8	66.1	72.6	60.4	49.9
	1983-1984	80.5	72.2	73.3	57.1	54.4
	1984-1985	77.8	78.4	82.8	66.8	59.0
	1985-1986	78.4	80.1	85.4	70.5	63.5
	1986-1987	79.5	81.3	83.2	79.5	63.6
	1987-1988	74.7	78.4	79.0	72.7	66.1

T SCORE SUMMARY

NG STANDARD
SCORE IS NOT AVAILABLE.)

G-8

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
52.4	43.8	27.8	7.5	9.4	*	*	*
62.7	33.0	36.1	3.4	7.7	*	*	*
60.4	43.3	28.8	13.7	9.0	16.2	25.7	81.2
70.4	57.8	67.3	35.2	17.6	36.0	44.9	82.8
85.5	84.2	76.8	24.0	32.2	47.1	48.9	77.4
89.7	81.1	67.0	30.0	45.9	64.9	57.8	77.0
92.0	88.6	82.1	53.5	62.4	57.0	45.5	71.5
94.0	86.0	80.7	57.3	74.4	62.2	60.0	68.4
79.8	80.0	67.0	53.8	51.4	*	*	*
75.5	72.6	68.0	75.8	42.3	*	*	*
85.1	79.6	68.4	77.2	41.4	64.4	72.7	45.4
91.0	93.8	65.5	83.7	64.9	76.8	88.7	40.0
85.8	94.8	73.4	53.4	66.1	67.6	85.3	39.1
79.0	93.3	83.0	84.3	67.2	73.2	81.3	39.0
74.4	89.5	76.9	79.8	77.6	81.0	82.2	36.7
92.7	94.3	80.7	82.2	78.0	83.3	82.7	38.5
56.5	63.3	48.7	42.5	33.7	*	*	*
59.0	62.6	59.3	45.1	32.5	*	*	*
69.3	73.1	64.8	45.2	30.3	58.5	48.6	52.0
72.2	82.0	73.5	47.0	45.6	58.6	55.9	49.1
76.7	85.3	72.0	52.8	51.5	66.4	68.6	48.2
82.6	85.4	82.5	57.9	50.0	73.3	64.2	52.0
87.5	93.2	88.0	73.7	76.9	67.8	67.1	49.
89.5	94.8	89.4	67.8	77.5	77.5	77.6	46.5
72.0	74.2	66.7	52.1	50.3	*	*	*
73.1	71.3	73.8	56.7	47.9	*	*	*
78.4	82.0	81.8	63.9	48.1	74.2	76.4	27.2
82.1	89.1	84.7	60.4	62.8	78.5	80.5	27.7
83.2	89.0	82.8	60.9	65.2	81.7	84.7	25.3
83.6	88.9	84.5	64.9	67.1	81.8	82.8	24.4
86.1	91.0	85.7	72.7	73.8	81.4	85.7	23.0
88.0	95.0	86.8	71.6	71.6	81.1	86.5	21.0
62.8	66.6	57.1	46.9	36.6	*	*	*
59.6	59.7	66.9	47.4	33.9	*	*	*
70.5	75.5	76.7	55.6	38.2	66.8	59.6	34.1
79.3	85.1	79.7	51.5	45.2	65.6	67.8	33.2
83.4	91.1	79.3	68.7	52.6	81.1	74.2	31.3
82.8	87.3	83.5	68.3	55.1	79.8	71.8	33.8
83.2	89.7	87.2	75.0	65.7	77.0	72.2	31.6
83.9	93.5	83.2	70.5	63.5	80.7	73.2	29.5

BSAP DISTRICT TES

PERCENT MEETI
(THE × INDICATES THAT THE

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G9
GREENWOOD 51	1980-1981	87.6	68.6	74.3	76.8	57.7
	1981-1982	80.0	78.6	72.4	72.6	55.0
	1982-1983	79.5	78.8	76.3	58.5	57.6
	1983-1984	81.1	79.7	83.9	69.0	47.8
	1984-1985	92.6	83.2	94.5	72.3	60.5
	1985-1986	88.9	86.1	92.6	76.0	63.0
	1986-1987	90.0	97.1	94.6	85.4	67.0
	1987-1988	97.7	93.3	97.2	83.8	74.3
GREENWOOD 52	1980-1981	86.2	70.8	75.0	46.6	60.8
	1981-1982	75.0	68.4	73.1	58.2	48.8
	1982-1983	73.3	68.6	64.9	62.3	52.5
	1983-1984	77.8	67.9	69.1	50.0	54.2
	1984-1985	92.9	75.7	86.5	64.0	59.0
	1985-1986	88.3	89.0	87.1	71.4	62.0
	1986-1987	83.7	88.7	91.3	70.2	63.6
	1987-1988	95.1	89.6	86.2	71.3	61.2
HAMPTON 1	1980-1981	68.3	60.4	52.4	55.7	49.8
	1981-1982	84.6	62.2	67.8	58.7	54.0
	1982-1983	79.6	63.7	63.8	53.3	58.8
	1983-1984	79.7	77.1	67.9	45.6	64.8
	1984-1985	76.7	68.4	77.2	58.6	61.6
	1985-1986	84.1	73.7	71.7	57.0	60.6
	1986-1987	75.6	72.1	72.5	68.1	68.7
	1987-1988	79.7	75.2	76.2	73.2	67.6
HAMPTON 2	1980-1981	37.5	23.0	22.8	18.4	16.2
	1981-1982	39.5	43.7	37.1	22.2	21.1
	1982-1983	48.7	48.7	48.3	21.6	31.6
	1983-1984	58.0	46.9	48.7	18.0	24.2
	1984-1985	71.0	58.0	56.8	36.0	34.5
	1985-1986	64.1	52.1	60.2	50.0	39.1
	1986-1987	72.9	61.5	62.0	62.4	47.7
	1987-1988	81.6	71.1	85.7	50.0	61.5
HORRY	1980-1981	73.1	64.7	69.8	60.0	54.4
	1981-1982	78.0	74.2	73.5	66.9	57.0
	1982-1983	79.5	75.9	72.0	68.1	65.0
	1983-1984	87.0	77.9	82.9	74.6	67.7
	1984-1985	86.5	81.8	87.9	74.8	70.8
	1985-1986	89.9	81.9	90.6	82.8	76.6
	1986-1987	88.7	89.5	89.9	90.3	78.4
	1987-1988	90.5	92.4	94.3	85.1	80.1

T SCORE SUMMARY

NG STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE
G1	G2	G3	G6	G8	G6	G8	LUNCH
86.6	82.4	75.2	59.6	50.5	*	*	*
71.8	77.6	81.9	48.4	49.0	*	*	*
86.3	83.2	80.4	60.6	43.4	75.5	73.7	27.4
84.2	88.6	88.0	55.3	41.3	78.6	66.3	26.0
85.1	89.5	95.9	70.3	58.1	73.3	82.6	26.9
87.5	94.1	89.5	78.8	47.2	81.7	75.0	29.9
85.0	98.5	86.0	90.2	74.8	79.0	77.7	24.4
89.7	100.0	94.4	91.3	73.4	72.5	84.4	24.8
66.0	68.2	50.0	35.6	47.1	*	*	*
62.3	52.0	57.0	36.6	35.2	*	*	*
80.0	67.6	57.7	54.5	27.4	74.0	63.4	28.6
76.9	69.8	64.5	49.2	40.5	67.7	71.5	29.2
92.9	73.8	68.5	55.9	44.4	80.9	76.4	27.1
91.5	92.7	74.3	44.0	51.4	62.6	70.6	23.4
87.6	84.5	77.2	60.2	62.7	78.1	73.6	20.2
94.3	95.7	78.2	56.4	48.5	76.0	73.5	18.2
65.6	67.3	55.7	44.7	41.6	*	*	*
72.4	59.1	61.5	46.5	33.7	*	*	*
73.5	70.9	63.8	43.2	42.5	63.3	68.6	55.3
81.3	77.5	71.5	32.7	57.5	67.8	75.6	53.7
86.9	81.3	71.5	46.5	46.5	74.2	74.2	50.7
89.9	76.6	66.8	50.7	54.2	67.4	73.3	56.6
71.6	73.1	60.3	49.6	64.2	68.5	66.7	48.3
85.0	73.9	65.8	56.0	65.7	68.4	70.1	45.3
37.1	39.1	18.9	6.6	6.3	*	*	*
36.6	51.9	38.2	10.3	4.3	*	*	*
54.5	49.6	53.4	17.2	8.9	32.8	44.3	87.9
64.2	53.1	44.4	10.0	18.9	36.0	42.1	88.6
75.9	79.0	66.3	30.2	22.6	37.2	63.1	82.3
70.5	58.7	67.8	51.1	35.9	47.8	44.6	80.5
76.8	68.8	68.2	66.7	40.7	76.1	43.0	77.6
90.8	79.1	89.8	78.3	72.5	48.9	58.9	80.0
71.3	66.8	58.5	50.5	41.0	*	*	*
73.6	62.7	64.9	58.4	37.9	*	*	*
81.0	75.7	74.8	62.9	50.4	81.9	74.9	43.2
87.1	82.2	80.3	63.7	57.9	77.9	77.9	41.0
86.7	83.6	76.0	62.6	63.1	83.8	84.1	37.8
89.7	87.5	80.8	68.5	63.2	83.8	80.9	37.1
89.3	88.3	87.4	81.8	67.2	80.1	81.9	35.8
92.6	94.4	91.1	76.4	73.0	87.1	85.6	35.6

G-9

BSAP DISTRICT TE

PERCENT MEET

(THE * INDICATES THAT THE

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
JASPER	1980-1981	54.3	50.5	38.5	27.4	21.2
	1981-1982	59.9	52.5	55.6	38.1	19.5
	1982-1983	69.9	61.8	60.7	32.9	18.2
	1983-1984	64.3	67.2	63.5	40.5	37.0
	1984-1985	75.8	63.5	77.1	60.2	38.0
	1985-1986	72.8	80.1	88.5	54.1	47.5
	1986-1987	84.4	87.8	87.5	63.0	54.1
	1987-1988	80.9	76.2	77.9	58.7	55.7
KERSHAW	1980-1981	69.7	67.1	72.4	61.3	55.9
	1981-1982	69.5	69.8	68.4	63.2	62.0
	1982-1983	76.1	72.3	77.5	60.3	63.0
	1983-1984	82.1	75.1	74.6	65.5	63.1
	1984-1985	81.8	82.0	83.2	65.8	67.6
	1985-1986	77.7	79.6	86.0	74.7	75.4
	1986-1987	82.7	84.5	85.3	79.4	74.7
	1987-1988	80.6	87.9	89.4	85.2	80.7
LANCASTER	1980-1981	70.3	61.3	59.9	54.4	47.7
	1981-1982	69.4	68.8	63.7	61.3	47.7
	1982-1983	69.0	67.9	73.4	56.0	52.8
	1983-1984	77.8	75.0	75.1	62.2	59.3
	1984-1985	82.5	76.6	81.3	66.8	61.9
	1985-1986	87.0	85.2	87.2	74.4	67.8
	1986-1987	86.7	90.0	89.6	81.2	68.1
	1987-1988	86.5	97.8	87.6	79.6	72.5
LAURENS 55	1980-1981	69.1	60.6	65.1	51.4	43.2
	1981-1982	75.3	73.7	72.1	65.4	44.9
	1982-1983	81.2	76.2	75.8	58.5	55.0
	1983-1984	82.3	83.5	79.2	62.0	63.7
	1984-1985	78.6	80.9	85.6	63.2	66.9
	1985-1986	78.4	83.7	86.5	76.9	71.0
	1986-1987	74.7	84.6	87.3	77.5	80.3
	1987-1988	74.2	82.3	85.5	76.6	72.6
LAURENS 56	1980-1981	44.8	50.0	49.9	45.5	47.3
	1981-1982	65.3	48.8	54.3	50.2	46.8
	1982-1983	68.3	61.4	55.1	39.8	44.1
	1983-1984	71.6	67.4	64.5	49.9	48.0
	1984-1985	69.2	76.9	79.4	50.9	55.1
	1985-1986	80.6	81.8	84.1	66.1	62.2
	1986-1987	76.5	83.3	81.8	76.9	61.9
	1987-1988	74.1	78.7	76.9	69.7	69.6

ST SCORE SUMMARY

ING STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	GP	G6	G8	
60.5	66.7	36.3	14.4	16.7	*	*	*
64.7	42.1	75.4	22.1	7.8	*	*	*
70.8	67.0	64.7	35.7	11.1	39.8	28.9	80.1
65.2	79.5	68.5	29.5	41.8	44.2	51.4	78.6
64.7	75.1	78.6	64.3	26.8	66.7	62.0	73.6
71.2	94.2	82.8	54.6	28.8	66.3	57.6	74.3
82.3	94.8	88.3	57.5	59.0	66.8	57.9	71.7
76.4	86.7	78.8	49.7	58.5	50.8	57.9	65.3
71.7	73.7	63.5	52.5	55.0	*	*	*
69.4	63.6	68.8	54.9	61.0	*	*	*
79.9	75.5	73.1	60.5	45.5	76.6	75.8	32.5
83.9	80.2	79.4	59.1	58.6	77.7	81.2	30.9
87.6	85.1	79.0	64.0	64.8	83.0	81.7	29.2
82.7	80.4	75.2	69.7	63.6	83.4	77.3	28.5
86.8	81.4	77.6	76.6	69.8	77.0	82.7	26.8
84.4	90.8	81.6	77.9	79.9	80.7	83.3	25.7
63.5	68.0	55.2	41.5	32.5	*	*	*
60.6	63.4	63.7	42.7	31.8	*	*	*
67.2	75.0	71.7	48.1	35.9	62.6	61.9	32.6
77.9	83.9	79.7	50.2	48.1	69.7	71.1	31.5
83.2	87.7	79.8	57.8	52.3	74.9	74.3	29.7
84.2	87.8	83.4	67.1	57.9	79.5	72.4	30.4
85.9	89.4	83.4	77.7	61.4	80.6	71.7	28.2
86.1	91.5	81.8	73.9	65.2	75.5	82.4	26.6
72.2	70.8	60.3	45.5	39.2	*	*	*
72.0	70.3	72.1	54.1	39.2	*	*	*
85.5	79.7	79.4	55.4	44.2	64.9	64.0	33.0
82.7	82.0	81.2	61.5	60.0	70.6	80.5	34.1
85.9	86.2	79.0	61.4	56.8	79.5	76.9	29.2
79.4	79.3	81.7	74.1	64.1	79.0	73.2	28.3
74.1	86.6	77.8	73.2	81.8	83.3	81.2	27.7
79.4	90.4	82.5	68.5	75.9	82.4	83.8	25.1
57.9	63.4	49.6	44.7	46.1	*	*	*
63.9	49.1	60.1	45.8	32.7	*	*	*
72.9	70.9	57.0	45.1	30.0	47.5	61.8	39.0
80.1	79.8	75.9	55.6	45.4	59.8	65.2	55.4
77.0	84.9	73.4	61.2	52.5	70.8	74.1	35.4
83.3	90.9	78.3	69.1	51.7	76.7	70.7	35.2
80.2	84.3	67.1	80.5	63.5	71.7	70.6	32.2
82.2	84.3	70.9	74.8	62.5	67.2	78.5	30.7

BSAP DISTRICT T

PERCENT MEE
(THE * INDICATES THAT TH

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
LEE	1980-1981	65.8	44.5	58.5	37.5	26.2
	1981-1982	69.9	57.3	56.5	40.2	30.7
	1982-1983	74.1	62.7	59.9	37.7	41.1
	1983-1984	73.5	61.6	63.8	54.2	38.6
	1984-1985	76.9	70.0	63.9	49.0	42.3
	1985-1986	72.0	71.8	78.2	54.1	60.1
	1986-1987	74.2	67.5	80.3	67.7	50.0
	1987-1988	83.5	81.3	75.8	55.7	60.7
LEXINGTON 1	1980-1981	81.9	77.3	84.9	69.0	74.1
	1981-1982	80.7	81.7	79.8	72.5	65.6
	1982-1983	85.4	83.2	81.0	72.6	65.5
	1983-1984	88.4	86.9	85.0	77.8	71.5
	1984-1985	88.2	88.5	87.0	77.8	75.3
	1985-1986	84.4	87.6	90.5	78.4	80.1
	1986-1987	87.8	90.5	89.8	87.1	83.7
	1987-1988	88.6	88.9	92.3	90.4	82.7
LEXINGTON 2	1980-1981	78.0	70.2	77.8	66.5	64.2
	1981-1982	85.0	76.8	76.8	74.5	65.7
	1982-1983	78.5	79.2	78.0	71.1	71.3
	1983-1984	84.7	78.9	80.2	75.6	70.9
	1984-1985	86.4	80.4	87.0	75.0	73.7
	1985-1986	82.6	83.4	89.6	77.3	82.1
	1986-1987	84.6	88.9	88.1	86.7	82.2
	1987-1988	84.3	89.9	94.3	87.1	80.4
LEXINGTON 3	1980-1981	74.6	77.0	76.6	51.3	52.7
	1981-1982	70.8	71.3	73.5	67.7	56.9
	1982-1983	71.6	63.8	78.3	70.3	57.4
	1983-1984	76.8	69.1	72.3	77.4	64.0
	1984-1985	68.8	76.8	81.9	74.0	73.5
	1985-1986	87.7	83.7	91.4	87.0	81.7
	1986-1987	82.7	94.9	87.3	76.3	73.1
	1987-1988	78.8	87.8	93.6	74.7	75.5
LEXINGTON 4	1980-1981	66.2	54.4	71.9	57.0	58.9
	1981-1982	57.5	73.3	64.8	60.6	67.8
	1982-1983	71.1	72.7	80.6	64.3	61.5
	1983-1984	79.5	85.0	79.4	66.7	65.2
	1984-1985	90.1	84.7	87.6	70.1	72.0
	1985-1986	92.1	84.7	92.1	78.9	74.6
	1986-1987	91.8	91.2	88.0	89.6	71.3
	1987-1988	87.8	90.3	91.8	79.4	89.3

EST SCORE SUMMARY

TING STANDARD
E SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
64.9	56.7	50.6	17.0	18.6	*	*	*
67.3	53.7	59.4	23.0	27.6	*	*	*
71.0	69.2	61.9	33.2	18.5	38.7	41.4	78.4
74.4	64.8	60.3	29.7	31.3	51.0	40.6	78.8
74.9	74.4	61.2	37.2	42.6	57.9	59.6	74.3
78.9	74.6	71.4	40.2	41.2	56.8	70.3	76.3
77.8	70.8	74.1	51.2	58.3	61.2	54.0	71.5
82.4	88.7	67.0	34.1	65.1	57.3	69.2	68.8
72.7	83.1	70.8	60.1	63.0	*	*	*
74.6	74.4	69.3	61.5	58.0	*	*	*
82.7	86.3	78.0	68.0	58.6	86.8	78.1	14.7
87.8	91.0	83.6	72.2	67.0	89.7	83.6	14.4
84.2	89.6	82.4	73.5	70.2	90.0	86.6	12.1
85.5	87.6	82.3	68.2	68.8	84.8	86.5	11.9
90.9	92.4	83.3	82.6	76.3	86.5	87.6	11.2
86.1	93.2	90.6	77.6	83.5	89.0	89.2	10.4
70.9	77.4	68.7	60.9	54.8	*	*	*
75.0	71.7	69.6	64.7	54.8	*	*	*
80.9	86.7	81.2	75.9	65.1	76.1	79.3	18.0
84.4	90.7	87.2	77.0	71.9	76.5	80.0	19.3
88.3	88.5	83.2	76.9	72.1	80.6	82.5	17.5
86.6	89.6	78.2	78.8	73.2	78.3	85.5	16.9
88.0	92.8	81.7	81.8	80.1	78.8	80.7	17.8
90.7	94.5	88.6	81.4	76.9	86.4	85.6	17.4
74.5	81.3	78.1	43.5	47.9	*	*	*
72.1	71.6	72.5	56.2	39.7	*	*	*
76.5	74.6	78.9	57.1	45.7	63.2	67.0	40.1
80.8	74.9	83.2	70.8	53.8	71.3	67.2	38.4
80.1	83.9	85.4	68.0	62.4	75.7	80.0	35.4
90.1	84.4	90.1	87.0	67.8	89.0	86.7	40.4
84.7	91.0	88.0	67.2	71.9	76.8	74.9	37.1
89.7	95.1	87.7	80.7	76.2	85.5	82.8	37.4
58.3	68.0	65.2	38.3	35.8	*	*	*
55.2	73.3	69.7	40.9	36.0	*	*	*
66.7	82.9	82.9	60.0	29.4	65.0	82.4	36.4
78.8	89.4	84.1	62.9	60.0	79.3	77.4	35.8
92.4	84.7	80.7	61.9	62.7	73.9	89.5	32.6
92.8	92.0	87.6	64.2	60.1	75.5	88.4	30.2
87.4	94.5	87.4	78.4	79.1	83.1	91.5	28.8
93.1	92.6	85.8	69.2	72.5	83.7	98.7	26.9

G-11

BSAP DISTRICT T

PERCENT MEE
(THE * INDICATES THAT TH

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	GR
LEXINGTON 5	1980-1981	91.9	86.5	89.2	83.9	84.2
	1981-1982	91.1	85.8	87.9	89.9	82.0
	1982-1983	93.1	88.4	88.8	83.9	90.7
	1983-1984	92.0	90.2	88.7	82.6	82.4
	1984-1985	91.3	88.1	89.8	86.7	82.6
	1985-1986	95.4	90.1	93.2	86.5	85.8
	1986-1987	94.8	93.8	92.1	88.2	85.9
	1987-1988	91.9	90.4	93.1	85.0	84.4
MCCORMICK	1980-1981	66.7	39.2	48.1	22.3	29.1
	1981-1982	67.7	56.6	60.6	30.2	23.1
	1982-1983	77.1	61.4	62.6	29.0	24.8
	1983-1984	76.1	69.5	62.9	25.8	36.2
	1984-1985	65.7	76.1	61.1	31.9	37.7
	1985-1986	82.7	76.5	78.3	46.8	48.5
	1986-1987	91.2	94.2	88.5	56.4	54.4
	1987-1988	96.9	84.9	84.9	57.9	52.0
MARION 1	1980-1981	84.7	56.0	58.2	50.5	46.8
	1981-1982	67.7	77.9	64.7	58.4	54.7
	1982-1983	67.5	71.5	78.5	54.4	58.2
	1983-1984	74.6	75.3	71.2	56.0	56.8
	1984-1985	80.7	81.6	82.9	55.4	51.9
	1985-1986	76.8	90.8	83.0	72.7	64.7
	1986-1987	83.2	93.0	84.0	78.1	62.7
	1987-1988	74.3	89.7	86.2	69.4	75.5
MARION 2	1980-1981	55.9	50.0	62.7	41.9	34.8
	1981-1982	67.8	56.8	55.7	49.4	41.8
	1982-1983	61.0	54.6	65.0	42.0	39.4
	1983-1984	72.1	57.8	62.7	53.8	48.0
	1984-1985	71.1	62.8	63.6	52.8	43.9
	1985-1986	71.3	85.9	76.0	58.8	59.1
	1986-1987	77.3	77.5	75.0	65.1	53.8
	1987-1988	79.8	87.1	81.0	74.0	69.7
MARION 3	1980-1981	75.1	78.1	78.3	36.3	37.8
	1981-1982	84.3	87.1	76.0	27.9	27.2
	1982-1983	89.5	80.7	87.1	36.2	28.4
	1983-1984	81.2	88.8	75.7	52.9	38.8
	1984-1985	88.1	82.9	88.1	45.7	29.3
	1985-1986	82.3	83.5	87.2	52.8	47.8
	1986-1987	93.8	86.5	84.9	59.0	57.2
	1987-1988	95.1	95.2	93.5	57.6	58.3

* = [illegible]

EST SCORE SUMMARY

TING STANDARD
F SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
91.1	89.5	80.8	80.3	75.7	*	*	*
87.7	78.0	87.8	79.2	70.5	*	*	*
97.5	91.7	88.9	83.1	76.5	91.1	90.5	5.2
97.5	95.8	89.4	81.4	86.1	90.1	90.1	5.8
92.6	94.8	89.5	80.0	82.9	90.0	89.6	4.3
95.2	93.8	87.5	79.6	82.2	91.2	91.7	4.5
94.2	95.0	90.6	87.0	87.3	88.0	91.4	3.7
94.6	95.1	92.5	85.6	85.5	98.7	87.7	3.6
65.1	56.2	55.7	13.4	46.4	*	*	*
60.5	73.8	74.2	19.1	50.7	*	*	*
67.9	66.7	82.9	11.6	32.9	27.1	30.3	55.4
73.7	81.0	82.5	22.7	58.1	47.7	50.0	72.1
76.9	84.6	75.0	30.8	50.8	51.7	49.2	69.1
85.8	84.9	82.1	40.5	62.4	49.1	59.4	66.9
90.5	92.6	90.2	41.6	73.8	56.4	51.5	70.0
95.3	90.8	87.4	54.7	69.0	64.7	62.0	54.8
56.3	62.1	53.5	46.8	57.6	*	*	*
56.4	61.3	62.2	42.2	57.7	*	*	*
63.9	71.7	68.9	46.4	62.6	62.6	63.6	70.2
79.7	68.7	69.2	50.8	67.6	66.8	70.6	55.2
78.6	79.7	67.5	50.0	62.0	78.9	77.0	52.1
86.9	93.5	77.2	59.5	82.8	79.0	68.2	51.8
84.7	94.8	81.8	57.7	78.3	52.1	65.7	46.9
83.7	95.9	75.2	59.7	57.7	81.6	84.2	65.2
64.7	55.5	55.8	34.1	34.3	*	*	*
57.7	65.6	61.5	33.5	40.1	*	*	*
65.9	64.6	68.5	40.2	37.1	54.2	56.2	59.7
78.9	56.1	80.3	33.8	40.8	61.3	57.9	71.6
86.7	90.3	70.5	44.9	69.8	57.1	59.2	66.6
77.5	73.7	80.3	55.1	69.5	61.6	63.6	66.3
80.9	68.2	75.6	53.7	62.9	69.3	57.9	65.9
83.7	78.3	83.1	63.6	58.9	66.9	66.7	57.3
67.7	38.7	19.6	8.1	12.3	*	*	*
83.6	67.7	39.6	25.0	17.9	*	*	*
79.5	67.7	69.1	30.0	7.5	35.0	39.2	11.3
88.1	88.5	72.9	37.5	14.3	38.7	40.5	56.4
87.3	80.6	78.8	56.7	27.6	63.9	67.3	61.3
75.4	64.5	77.1	77.8	52.1	57.0	58.7	58.9
96.5	98.7	86.6	86.0	72.6	75.0	62.7	79.1
93.6	97.0	93.6	85.7	79.6	82.9	90.0	76.0

BSAP DISTRICT

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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
MARION 4	1980-1981	84.6	37.3	85.7	58.6	20.4
	1981-1982	76.9	60.0	78.9	54.8	40.6
	1982-1983	69.2	54.3	53.2	35.5	44.5
	1983-1984	83.7	51.4	59.6	48.5	57.5
	1984-1985	68.1	72.7	82.1	44.7	40.6
	1985-1986	77.6	90.0	95.5	45.5	51.5
	1986-1987	88.6	77.6	97.3	69.8	46.6
	1987-1988	83.9	69.2	84.5	68.8	62.6
MARLBORO	1980-1981	60.5	42.8	45.7	37.5	30.6
	1981-1982	46.7	49.6	48.0	41.5	30.5
	1982-1983	55.3	52.6	54.8	34.0	36.6
	1983-1984	66.9	48.1	61.5	44.8	37.6
	1984-1985	78.3	59.6	83.2	49.5	40.5
	1985-1986	82.2	67.6	71.2	52.4	56.5
	1986-1987	82.0	71.2	75.1	62.6	55.6
	1987-1988	84.4	69.9	68.6	60.3	56.1
NEWBERRY	1980-1981	62.3	49.8	56.8	48.4	55.6
	1981-1982	69.9	61.4	61.1	55.6	58.5
	1982-1983	65.0	68.9	68.8	52.0	64.5
	1983-1984	74.7	65.1	70.8	51.2	65.6
	1984-1985	81.8	72.0	80.8	57.7	65.6
	1985-1986	81.9	79.2	84.7	61.3	71.5
	1986-1987	84.0	80.2	86.2	72.7	68.6
	1987-1988	87.7	78.1	77.0	64.0	74.0
ORONEE	1980-1981	73.6	69.7	76.7	68.4	63.6
	1981-1982	71.9	72.8	74.2	72.4	53.1
	1982-1983	75.2	77.2	81.6	74.1	63.1
	1983-1984	80.0	79.8	81.1	76.8	63.6
	1984-1985	84.6	84.2	86.8	77.2	72.6
	1985-1986	85.9	86.9	90.9	77.3	79.6
	1986-1987	91.5	90.5	91.8	85.3	79.6
	1987-1988	88.9	85.8	93.9	81.5	74.1
ORANGEBURG 1	1980-1981	52.7	44.2	47.4	55.7	51.6
	1981-1982	51.5	48.9	43.7	48.7	39.6
	1982-1983	54.0	51.3	50.1	59.0	55.6
	1983-1984	55.1	63.0	48.3	47.6	55.6
	1984-1985	63.7	72.3	75.1	56.9	51.6
	1985-1986	72.1	84.8	79.5	63.5	66.6
	1986-1987	61.0	82.9	82.8	78.9	77.6
	1987-1988	90.9	84.7	86.9	79.4	79.6

TEST SCORE SUMMARY

ETING STANDARD
E SCORE IS NOT AVAILABLE.)

	RSAP MATHEMATICS % MEETING STANDARD					RSAP WRITING % MEETING STANDARD		% FREE LUNCH
	G1	G2	G3	G6	G8	G6	G8	
	78.4	43.1	85.7	69.0	24.5	*	*	*
	56.9	53.3	73.7	57.1	6.3	*	*	*
	81.5	60.9	53.2	22.6	20.7	38.7	41.4	65.2
	81.4	64.9	68.9	33.3	50.0	63.6	70.0	77.0
	76.6	79.1	76.9	34.0	30.0	51.1	65.0	65.2
	73.1	72.5	75.0	34.1	42.9	54.5	65.7	63.2
	91.8	87.9	94.6	44.2	46.0	69.8	50.0	64.0
	85.7	79.5	91.1	43.8	58.0	78.1	62.0	66.0
	58.1	58.2	49.2	40.7	24.6	*	*	*
	50.5	49.2	50.4	39.5	25.0	*	*	*
	67.6	55.3	57.1	37.1	24.4	46.4	39.8	73.8
	75.9	60.5	70.0	42.4	39.4	53.6	55.2	66.0
	82.5	75.3	65.2	56.8	32.8	64.1	57.9	61.9
	82.6	76.0	75.2	52.2	43.7	59.2	64.4	61.7
	83.7	77.0	73.3	57.2	59.0	64.5	63.5	58.4
	83.0	78.6	76.0	60.3	59.9	56.9	60.3	56.6
	65.2	60.3	50.8	44.6	46.3	*	*	*
	68.3	62.2	69.6	43.5	49.2	*	*	*
	66.7	79.3	80.4	49.1	43.4	68.7	75.9	43.6
	79.3	86.2	85.0	45.8	54.7	63.4	75.8	42.6
	84.5	89.6	84.7	51.9	53.2	70.5	75.0	38.9
	84.6	93.2	82.0	60.3	57.0	75.1	79.5	37.4
	86.8	87.3	81.8	64.4	61.3	73.4	72.5	34.1
	88.6	89.7	79.5	55.1	71.1	86.5	82.2	33.2
	72.2	74.0	70.3	53.3	47.3	*	*	*
	73.0	66.8	70.7	56.8	38.9	*	*	*
	71.1	83.4	79.9	58.5	44.3	78.7	72.5	30.6
	82.7	85.2	78.1	60.3	53.1	81.7	77.6	29.9
	83.1	93.4	80.8	61.8	53.5	84.0	85.9	28.2
	88.1	93.8	80.9	64.8	63.3	82.4	84.2	24.4
	89.4	94.6	88.3	76.2	65.1	85.2	81.0	21.8
	93.1	95.1	90.9	79.2	67.6	85.5	83.0	18.5
	55.3	44.6	31.8	28.4	21.7	*	*	*
	55.4	34.1	45.5	19.6	14.8	*	*	*
	79.2	45.6	86.9	30.8	15.2	41.8	45.6	71.5
	83.8	52.5	84.3	19.8	24.4	53.1	51.8	72.8
	84.5	74.5	85.2	38.2	33.3	62.1	61.8	68.4
	92.1	85.1	89.1	47.3	48.9	75.3	74.4	30.5
	92.6	92.8	87.8	58.9	58.4	68.3	67.5	85.3
	95.2	95.4	95.8	94.2	88.2	83.5	93.8	83.4

BSAP DISTRICT TES

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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	GR
ORANGEBURG 2	1980-1981	58.9	50.0	44.1	35.6	17.1
	1981-1982	75.8	58.9	60.0	26.3	17.1
	1982-1983	60.0	76.2	63.0	36.7	46.2
	1983-1984	87.5	84.8	73.8	50.8	18.2
	1984-1985	71.9	85.1	81.3	56.5	34.8
	1985-1986	93.1	83.6	77.3	66.0	56.7
	1986-1987	93.4	98.3	80.8	92.2	73.0
	1987-1988	91.3	84.1	81.4	99.1	72.5
ORANGEBURG 3	1980-1981	73.2	47.3	52.5	29.3	30.4
	1981-1982	80.8	55.1	59.0	29.8	22.2
	1982-1983	78.8	68.0	54.2	38.1	34.5
	1983-1984	81.0	77.8	68.1	51.3	42.9
	1984-1985	87.3	72.5	80.6	51.6	46.0
	1985-1986	83.4	85.5	78.9	59.6	56.0
	1986-1987	93.6	90.5	90.2	93.8	68.1
	1987-1988	86.2	93.8	90.9	81.4	71.0
ORANGEBURG 4	1980-1981	91.7	57.7	54.5	44.8	48.8
	1981-1982	75.0	54.0	57.6	47.5	46.9
	1982-1983	81.1	66.7	72.4	43.5	54.7
	1983-1984	87.5	71.8	73.0	52.5	51.3
	1984-1985	100.0	74.2	82.1	65.5	64.1
	1985-1986	96.3	70.5	90.2	58.1	65.2
	1986-1987	92.4	79.8	90.1	71.7	76.2
	1987-1988	82.8	82.3	85.2	69.7	72.2
ORANGEBURG 5	1980-1981	66.7	44.1	58.5	34.4	31.3
	1981-1982	58.2	54.0	55.9	49.9	36.6
	1982-1983	67.2	52.0	63.9	52.0	42.7
	1983-1984	70.6	58.1	60.1	51.9	44.7
	1984-1985	75.5	60.4	74.9	48.1	41.4
	1985-1986	73.3	65.9	72.8	57.1	57.0
	1986-1987	86.5	83.9	87.7	79.6	71.3
	1987-1988	84.7	80.1	86.3	79.7	80.8
ORANGEBURG 6	1980-1981	51.9	35.6	31.3	41.0	26.5
	1981-1982	50.9	31.3	47.0	45.9	29.6
	1982-1983	72.2	23.5	36.5	33.8	10.4
	1983-1984	76.5	75.0	27.5	41.0	34.2
	1984-1985	84.8	62.1	60.7	40.0	40.6
	1985-1986	92.6	61.2	78.6	64.4	61.0
	1986-1987	80.6	69.3	77.4	47.6	52.6
	1987-1988	89.9	76.5	79.7	74.2	59.7

T SCORE SUMMARY

NG STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	G8	G6	G8	
57.1	66.2	38.2	28.8	12.2	*	*	*
67.7	58.9	74.3	31.6	6.6	*	*	*
67.3	87.3	81.5	24.4	28.8	43.3	44.2	83.4
83.3	93.5	82.0	61.0	10.9	57.6	40.0	82.6
70.3	91.5	85.4	61.3	29.3	79.0	50.0	74.7
97.2	81.8	61.4	87.2	48.3	78.7	56.7	79.4
96.7	98.3	90.4	90.2	81.0	56.9	61.9	77.1
97.5	95.2	92.9	78.3	87.5	67.4	77.5	69.9
71.3	56.4	58.7	22.8	16.9	*	*	*
73.5	52.0	60.3	18.4	12.9	*	*	*
78.4	77.9	58.8	39.3	23.3	57.8	51.6	82.8
81.9	80.4	80.6	48.7	38.4	56.6	56.7	82.8
90.5	89.4	90.8	50.2	39.1	65.2	65.7	79.4
85.3	89.8	77.0	68.1	44.8	54.0	66.5	80.5
91.5	93.2	86.7	86.0	62.8	64.2	64.5	71.1
85.0	97.3	89.6	78.4	72.4	74.9	72.0	71.6
79.1	56.7	43.9	35.8	36.8	*	*	*
75.0	57.0	53.3	22.1	23.1	*	*	*
82.1	76.9	63.8	36.0	21.9	53.6	58.8	50.6
88.3	83.5	77.4	34.2	56.3	66.9	67.8	49.3
97.0	91.1	70.1	66.7	64.5	76.6	83.7	43.8
96.3	79.0	83.3	63.2	88.4	64.1	79.5	41.9
89.3	88.2	88.3	59.7	88.5	66.9	79.2	36.8
88.1	85.4	86.7	63.4	96.5	77.6	84.3	35.8
69.2	57.1	46.4	23.1	17.3	*	*	*
61.5	53.1	57.5	35.1	15.5	*	*	*
70.4	66.5	60.3	42.1	23.9	50.6	40.9	66.4
75.6	78.9	71.9	44.9	42.3	62.7	57.5	66.7
79.7	77.0	71.8	42.8	33.3	65.4	61.4	65.9
77.7	71.8	67.6	51.3	40.1	60.3	68.9	65.9
85.4	89.5	84.4	65.4	69.9	66.6	66.3	64.0
85.4	91.2	86.5	75.7	82.6	77.6	77.1	60.0
64.9	50.7	34.4	17.9	13.3	*	*	*
52.7	33.3	50.7	25.9	15.9	*	*	*
85.2	27.5	47.8	35.3	11.1	61.8	36.1	75.2
76.5	82.1	31.4	24.6	46.2	50.8	51.2	69.0
74.2	56.9	58.9	28.4	44.9	42.7	69.6	63.3
96.3	52.9	76.3	71.1	35.8	62.2	55.9	61.0
93.4	66.1	74.1	64.4	69.3	44.4	60.0	56.3
99.5	88.2	85.3	87.7	87.2	72.6	70.1	55.7

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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G*
ORANGEBURG 7	1980-1981	57.4	39.6	43.9	30.5	19.3
	1981-1982	76.9	50.9	41.9	22.6	7.9
	1982-1983	68.9	71.7	59.6	34.9	31.0
	1983-1984	55.8	62.8	62.7	28.1	30.6
	1984-1985	74.6	52.7	72.3	47.2	38.7
	1985-1986	84.0	84.5	77.0	30.8	58.3
	1986-1987	84.7	79.2	77.6	70.4	44.0
	1987-1988	94.2	69.2	76.5	62.2	56.9
ORANGEBURG 8	1980-1981	30.6	38.0	42.9	52.5	63.9
	1981-1982	35.6	33.3	52.0	51.8	57.1
	1982-1983	59.6	44.1	55.3	54.5	46.3
	1983-1984	56.3	56.1	61.8	67.6	39.3
	1984-1985	90.9	77.8	91.2	75.6	40.3
	1985-1986	87.0	85.2	91.7	81.6	80.0
	1986-1987	86.2	73.8	96.9	83.3	68.8
	1987-1988	81.5	85.7	86.7	89.1	64.3
PICKENS	1980-1981	74.5	70.8	79.7	72.4	67.4
	1981-1982	77.9	80.5	76.6	79.3	67.8
	1982-1983	86.6	79.3	86.1	75.7	67.7
	1983-1984	65.4	86.3	85.5	79.6	72.3
	1984-1985	84.3	87.4	91.1	79.9	77.8
	1985-1986	84.4	87.9	91.3	87.1	82.4
	1986-1987	86.9	89.6	90.2	89.1	78.1
	1987-1988	87.2	90.6	91.8	93.2	79.1
RICHLAND 1	1980-1981	68.4	54.9	58.5	49.1	44.1
	1981-1982	73.6	63.7	63.9	59.2	49.9
	1982-1983	80.2	69.2	77.6	59.5	55.3
	1983-1984	83.9	80.1	79.3	69.3	59.9
	1984-1985	83.1	78.1	84.4	62.6	58.9
	1985-1986	84.9	79.0	84.4	70.5	68.8
	1986-1987	82.5	78.3	83.8	73.9	66.1
	1987-1988	80.9	81.3	82.4	70.3	70.3
RICHLAND 2	1980-1981	79.4	63.6	73.9	66.3	66.8
	1981-1982	72.7	72.2	67.7	75.6	66.0
	1982-1983	75.3	72.7	77.8	70.5	65.8
	1983-1984	89.0	82.4	88.5	79.9	77.8
	1984-1985	89.0	85.9	87.8	81.4	74.8
	1985-1986	87.3	85.9	90.4	82.2	79.8
	1986-1987	90.6	87.8	91.0	85.7	80.4
	1987-1988	88.5	87.3	89.8	86.9	79.8

T SCORE SUMMARY

NG STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G6	GP	G6	GP	
63.2	59.6	54.4	13.6	8.8	*	*	*
67.3	49.1	51.6	3.8	0.0	*	*	*
67.2	64.2	43.9	23.7	12.1	50.0	37.9	92.6
59.7	58.1	78.4	18.8	4.1	36.5	44.9	94.1
78.9	64.9	51.1	37.7	26.7	71.7	69.5	90.9
84.0	78.0	72.1	32.7	23.3	55.8	61.7	88.4
84.7	79.2	79.1	53.7	28.0	63.0	54.9	82.6
93.0	70.5	77.9	55.6	49.2	73.3	67.7	81.3
34.7	48.0	31.4	45.0	52.8	*	*	*
40.9	30.8	58.0	51.8	46.4	*	*	*
66.0	52.9	60.5	44.4	33.3	56.4	45.0	50.9
83.9	78.6	51.4	40.0	47.5	58.8	63.3	50.2
87.9	100.0	94.3	72.1	39.3	90.2	60.7	51.1
85.2	85.7	100.0	63.2	78.8	86.8	82.9	54.1
74.1	85.7	97.0	63.3	75.5	80.0	70.8	51.1
87.5	79.3	97.8	77.8	65.8	91.3	78.6	49.0
74.4	80.6	69.9	65.6	53.1	*	*	*
73.1	83.2	72.2	65.3	55.1	*	*	*
86.2	87.5	83.0	72.7	53.1	86.3	80.7	21.5
86.0	89.8	87.2	86.5	65.4	86.3	82.6	21.1
88.3	91.0	84.0	67.9	70.1	87.3	86.8	18.7
87.5	92.8	86.3	73.2	70.	86.9	86.2	18.7
87.9	92.6	85.2	79.3	72.1	86.8	81.5	16.6
91.4	94.5	89.9	78.3	78.1	86.7	84.0	14.7
64.4	64.6	52.8	35.7	34.	*	*	*
65.1	59.5	62.2	40.4	37.1	*	*	*
77.8	79.0	72.5	48.4	37.	67.0	61.7	52.5
82.5	88.6	80.1	45.6	52.1	65.3	70.5	53.3
85.8	87.1	77.4	54.5	49.1	70.0	72.5	51.7
85.7	85.8	77.9	57.2	46.	69.6	72.9	48.4
85.7	82.2	80.1	57.3	55.	67.3	73.2	48.5
85.2	87.9	78.0	52.9	56.	69.4	76.9	47.7
76.5	74.7	68.0	66.3	54.	*	*	*
71.6	70.8	72.0	72.2	61.	*	*	*
77.5	79.4	76.0	80.1	60.	80.5	72.5	19.2
89.0	90.6	83.9	77.1	74.	86.5	83.9	19.0
89.3	93.8	82.9	72.3	74.	83.7	87.3	17.1
92.8	91.3	85.8	73.9	72.	83.5	87.1	16.5
89.7	91.4	88.9	82.1	78.	86.4	84.0	14.2
89.4	94.7	83.5	77.5	79.	82.5	80.0	12.8

G-15

BSAP DISTRICT TE

PERCENT MEETI
(THE o INDICATES THAT THE

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	GP
SALUDA	1980-1981	60.9	54.0	63.3	51.1	54.4
	1981-1982	74.0	59.9	60.1	68.6	57.2
	1982-1983	81.5	55.7	69.0	66.1	58.9
	1983-1984	85.9	78.8	63.6	63.0	55.2
	1984-1985	89.7	78.8	84.3	56.5	67.8
	1985-1986	86.6	81.7	83.9	63.1	78.8
	1986-1987	86.8	83.0	85.9	69.2	68.2
	1987-1988	75.8	78.6	79.8	64.9	67.6
SPARTANBURG 1	1980-1981	71.8	68.0	77.3	57.6	56.4
	1981-1982	77.1	67.4	77.0	64.0	55.5
	1982-1983	79.2	78.9	77.1	69.2	58.8
	1983-1984	82.2	78.1	78.3	77.4	61.5
	1984-1985	91.0	86.3	89.7	70.8	62.6
	1985-1986	86.1	85.6	89.4	75.8	72.9
	1986-1987	90.2	83.4	91.6	87.6	68.2
	1987-1988	92.9	88.1	90.3	83.3	71.3
SPARTANBURG 2	1980-1981	74.0	68.0	70.2	58.1	52.9
	1981-1982	80.7	69.3	77.3	73.9	57.6
	1982-1983	84.1	80.5	82.3	79.7	70.2
	1983-1984	87.6	83.3	87.2	73.5	59.5
	1984-1985	88.5	84.6	89.2	74.4	67.9
	1985-1986	84.3	87.4	92.1	82.5	72.3
	1986-1987	90.3	87.3	88.8	82.1	71.4
	1987-1988	87.2	88.7	90.4	83.2	69.4
SPARTANBURG 3	1980-1981	74.4	70.6	71.0	61.7	55.5
	1981-1982	75.4	72.2	78.8	70.6	60.5
	1982-1983	82.2	74.5	81.8	68.8	51.3
	1983-1984	84.6	82.5	76.9	65.8	58.8
	1984-1985	88.0	90.3	91.0	69.5	62.5
	1985-1986	87.7	91.9	89.6	74.1	73.6
	1986-1987	90.4	91.2	91.3	83.1	78.4
	1987-1988	91.8	95.9	89.3	91.8	80.4
SPARTANBURG 4	1980-1981	72.4	56.2	59.9	44.5	51.8
	1981-1982	79.4	72.6	73.6	62.8	39.7
	1982-1983	84.5	83.3	81.3	67.9	37.9
	1983-1984	89.8	84.1	78.1	69.3	53.0
	1984-1985	81.7	76.6	84.8	70.0	58.8
	1985-1986	80.6	87.1	91.3	75.3	70.9
	1986-1987	76.7	86.5	93.2	80.8	78.0
	1987-1988	86.8	76.2	89.5	75.8	69.8

T SCORE SUMMARY

NG STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE
G1	G2	G3	G6	GR	G6	GR	LUNCH
55.6	65.0	61.3	57.2	44.4	*	*	*
66.5	47.8	57.3	59.8	50.6	*	*	*
77.7	58.9	62.6	53.4	50.3	69.1	67.0	44.4
85.4	77.0	66.7	65.5	57.0	69.3	66.5	44.9
89.1	74.1	71.1	52.7	62.5	66.3	76.4	45.9
85.5	83.7	72.0	50.4	74.2	70.9	78.1	41.9
81.3	79.7	82.1	51.6	73.7	71.3	66.5	39.5
77.6	88.7	76.8	44.7	64.3	73.9	64.8	36.5
79.2	74.8	70.2	69.7	51.3	*	*	*
70.3	60.1	81.6	70.8	45.0	*	*	*
79.9	81.9	81.3	79.5	47.5	76.1	66.6	29.8
82.5	80.2	82.2	81.0	58.5	82.6	80.9	28.3
90.3	89.3	84.2	80.1	59.7	82.0	75.1	24.1
87.5	90.9	88.3	79.6	57.9	87.5	85.7	24.0
91.2	89.2	88.9	82.6	69.3	86.9	79.8	21.1
95.9	95.5	87.6	84.8	71.5	83.6	80.6	18.5
78.7	75.1	69.1	54.6	52.2	*	*	*
78.2	69.6	77.8	65.7	50.8	*	*	*
84.6	86.3	86.5	76.4	57.7	81.8	74.0	21.4
85.2	91.7	92.5	75.6	61.8	83.6	79.3	20.3
90.4	86.6	89.9	77.2	70.2	84.7	82.5	17.8
87.7	91.1	88.5	83.2	65.1	87.3	73.6	17.4
91.3	92.6	91.2	82.4	76.5	83.9	76.9	16.3
90.8	94.5	93.3	77.7	69.9	87.1	77.9	14.8
73.7	81.9	67.2	53.2	42.8	*	*	*
67.6	71.6	77.3	58.2	33.5	*	*	*
82.2	81.4	82.7	65.4	39.0	86.1	62.2	32.0
88.4	82.5	76.4	64.9	55.1	85.3	76.2	33.1
89.6	91.1	82.4	66.5	52.4	83.1	84.0	29.0
91.7	88.9	89.6	77.4	64.3	92.1	87.7	28.6
90.1	94.0	88.7	80.7	69.7	96.1	81.1	28.4
94.9	92.2	90.5	77.5	75.1	89.2	87.6	26.0
77.6	67.9	48.9	33.3	42.3	*	*	*
80.2	76.1	62.5	42.7	30.7	*	*	*
90.2	96.8	84.2	81.7	35.4	77.4	57.7	35.2
91.9	94.7	81.3	78.1	54.1	78.3	64.3	33.4
86.1	89.1	75.8	71.1	61.1	85.6	85.1	29.2
88.0	90.6	84.2	79.4	74.7	81.8	78.1	29.3
78.4	89.7	90.1	76.0	78.9	78.0	70.4	28.0
84.9	90.7	83.4	74.5	76.1	79.0	83.5	28.7

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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	G8
SPARTANBURG 5	1980-1981	79.2	76.0	77.7	58.4	68.0
	1981-1982	75.5	76.1	74.5	74.7	62.1
	1982-1983	84.5	85.0	86.2	69.5	57.1
	1983-1984	83.4	82.5	87.6	70.5	64.5
	1984-1985	87.5	89.3	90.4	68.2	63.9
	1985-1986	85.5	89.3	93.0	78.5	72.6
	1986-1987	79.6	87.4	92.7	86.1	74.2
	1987-1988	83.9	85.8	91.0	85.2	69.2
SPARTANBURG 6	1980-1981	82.5	67.7	79.3	57.4	65.2
	1981-1982	85.0	78.7	79.3	71.6	61.7
	1982-1983	88.3	78.6	81.0	67.4	61.5
	1983-1984	88.5	84.3	84.2	67.2	67.0
	1984-1985	91.5	88.4	88.6	68.8	74.3
	1985-1986	89.8	86.2	91.7	76.5	80.0
	1986-1987	89.0	89.0	88.5	80.3	77.4
	1987-1988	90.2	86.3	87.5	77.6	77.9
SPARTANBURG 7	1980-1981	63.6	68.2	70.7	60.7	56.9
	1981-1982	66.2	70.0	72.4	68.5	58.3
	1982-1983	73.4	64.4	73.9	63.7	63.7
	1983-1984	78.1	70.1	65.3	65.8	61.2
	1984-1985	77.1	73.1	79.2	68.0	68.8
	1985-1986	76.7	74.9	83.0	77.2	72.8
	1986-1987	80.2	83.7	84.0	79.8	70.0
	1987-1988	79.1	89.2	83.9	85.2	71.7
SUMTER 2	1980-1981	60.4	54.9	69.3	41.3	34.6
	1981-1982	59.3	61.1	67.2	47.2	33.7
	1982-1983	66.4	60.3	72.8	43.6	40.1
	1983-1984	76.6	69.9	73.1	52.4	44.7
	1984-1985	80.4	76.4	80.9	64.2	46.1
	1985-1986	83.7	71.6	86.7	70.8	64.5
	1986-1987	85.7	79.1	85.5	74.4	60.2
	1987-1988	85.8	81.5	83.1	80.6	68.7
SUMTER 17	1980-1981	64.4	59.7	64.3	53.5	51.8
	1981-1982	75.6	64.0	68.6	53.4	47.1
	1982-1983	68.3	67.4	67.2	60.8	53.6
	1983-1984	73.7	71.3	72.8	54.1	51.4
	1984-1985	66.6	76.1	79.3	60.7	62.8
	1985-1986	73.1	72.9	72.1	69.1	63.8
	1986-1987	84.5	81.7	79.2	78.6	68.2
	1987-1988	84.9	77.6	76.3	68.2	72.6

T SCORE SUMMARY

NG STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G4	G8	G6	G8	
81.1	91.2	65.8	42.8	46.1	*	*	*
77.2	78.7	78.3	58.4	37.3	*	*	*
84.8	87.0	79.5	61.6	36.9	84.0	74.8	27.0
85.2	89.6	88.2	59.8	57.2	82.8	83.8	26.5
90.6	93.2	85.1	69.1	53.7	89.8	81.1	21.1
88.7	92.7	85.3	76.3	58.1	89.6	77.3	20.3
86.7	82.9	86.1	70.3	68.9	85.2	80.5	17.5
91.5	91.4	85.3	77.2	64.4	88.3	78.1	14.6
80.3	76.2	76.3	57.9	53.6	*	*	*
81.1	93.0	80.6	65.1	41.4	*	*	*
84.0	82.8	84.0	66.2	46.1	80.1	68.0	21.7
88.0	84.5	84.2	62.5	58.4	74.7	80.6	20.4
92.7	90.5	84.3	65.0	63.5	76.1	86.0	18.2
91.3	89.3	85.3	66.0	65.3	78.7	78.0	17.7
88.5	91.2	84.7	71.9	70.8	80.6	80.2	16.9
94.9	93.9	86.8	70.7	74.9	77.6	82.1	15.4
64.8	77.4	64.3	64.6	59.2	*	*	*
64.6	68.3	67.0	62.9	60.2	*	*	*
70.1	74.8	68.0	66.0	54.1	77.5	70.9	45.6
75.0	79.9	68.6	57.7	57.5	71.0	73.2	46.9
75.8	78.0	71.1	66.3	59.3	78.5	81.8	44.2
75.9	82.1	68.0	65.1	58.1	79.4	77.3	45.2
78.5	83.9	78.0	68.2	74.3	79.5	79.6	41.5
82.8	92.1	83.4	82.1	72.4	87.2	80.7	42.0
69.1	67.0	60.7	25.8	20.5	*	*	*
64.9	60.8	68.3	26.3	20.4	*	*	*
67.6	68.5	70.0	38.5	25.8	49.2	46.7	60.3
77.9	73.9	79.5	45.9	37.2	66.0	62.0	59.4
80.4	79.6	74.8	50.2	39.4	73.0	59.3	54.4
84.2	76.7	74.6	52.0	49.3	81.2	72.7	53.9
85.6	81.3	82.2	63.4	51.7	75.7	66.8	49.8
87.5	89.7	77.5	72.3	59.2	87.9	75.9	48.6
73.6	64.7	53.9	46.4	35.3	*	*	*
70.0	59.4	62.7	42.4	29.8	*	*	*
72.3	69.6	64.5	43.4	39.9	63.5	67.9	46.8
79.1	79.9	68.2	45.0	44.1	67.3	68.9	52.7
79.3	82.3	67.1	53.0	49.0	68.1	76.5	52.5
78.3	81.2	67.1	59.5	52.0	71.9	70.8	49.7
75.6	82.2	72.4	69.0	66.2	76.2	77.5	47.5
85.0	90.9	71.5	59.6	67.9	70.5	83.3	38.7

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DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G4	G5
UNION	1980-1981	62.9	59.1	66.4	54.4	65.6
	1981-1982	61.9	68.6	67.6	59.6	51.1
	1982-1983	71.1	64.0	73.8	57.1	51.3
	1983-1984	75.4	70.6	75.6	55.4	56.7
	1984-1985	78.9	80.9	82.2	63.3	64.4
	1985-1986	80.9	82.2	88.3	71.4	72.1
	1986-1987	83.8	85.1	84.9	77.9	77.0
	1987-1988	87.0	83.7	86.5	81.9	75.4
WILLIAMSBURG	1980-1981	66.0	45.7	55.6	29.3	25.0
	1981-1982	58.2	62.4	58.8	39.0	30.4
	1982-1983	66.0	55.1	69.2	37.0	53.8
	1983-1984	63.2	58.5	64.2	40.7	41.4
	1984-1985	72.4	68.0	74.6	52.4	48.1
	1985-1986	71.6	68.2	77.9	58.9	60.9
	1986-1987	69.3	69.7	79.1	62.5	56.5
	1987-1988	80.5	68.7	69.7	73.4	72.5
YEAR 1	1980-1981	82.7	93.4	81.4	65.0	66.4
	1981-1982	64.8	85.1	63.9	66.5	59.3
	1982-1983	73.8	82.9	80.2	62.1	81.1
	1983-1984	79.4	73.5	86.9	72.8	63.9
	1984-1985	82.5	76.4	82.6	68.4	68.1
	1985-1986	85.5	84.0	90.7	66.4	72.1
	1986-1987	82.0	81.2	89.9	75.3	76.9
	1987-1988	91.3	75.1	72.0	79.1	76.9
YEAR 2	1980-1981	80.7	85.2	86.9	71.7	58.6
	1981-1982	73.2	88.3	89.1	83.7	82.9
	1982-1983	86.8	75.9	85.9	90.6	86.3
	1983-1984	91.9	88.1	92.2	85.3	83.9
	1984-1985	94.9	89.3	94.2	93.2	92.3
	1985-1986	88.6	95.3	92.9	88.1	90.5
	1986-1987	89.9	88.7	92.0	89.1	93.5
	1987-1988	90.6	89.7	91.2	89.9	90.7
YEAR 3	1980-1981	89.9	91.2	89.4	81.1	88.1
	1981-1982	89.1	91.7	89.1	88.5	86.4
	1982-1983	89.3	89.1	89.5	86.7	88.9
	1983-1984	86.1	86.9	89.6	83.1	89.1
	1984-1985	93.1	94.6	94.2	89.6	93.1
	1985-1986	91.1	89.6	93.6	89.6	90.9
	1986-1987	93.8	98.3	89.3	95.9	89.9
	1987-1988	94.1	93.9	90.2	89.7	89.9

EST SCORE SUMMARY

TING STANDARD
E SCORE IS NOT AVAILABLE.)

	NSAP MATHEMATICS % MEETING STANDARD				NSAP WRITING % MEETING STANDARD		% FREE LUNCH
G1	G2	G3	G4	G8	G4	G8	
61.1	71.9	74.0	61.3	52.9	*	*	*
67.3	70.9	72.1	77.4	60.6	*	*	*
87.1	82.5	75.5	72.0	69.9	63.0	62.2	46.2
80.7	86.2	85.9	87.3	73.7	60.1	72.2	44.2
87.7	91.5	84.9	79.0	80.8	74.4	78.9	33.2
85.1	89.5	86.1	82.5	79.6	79.1	73.6	38.1
87.7	90.7	83.5	78.5	85.3	80.1	79.2	36.0
89.3	89.3	87.9	84.3	84.8	79.2	79.4	24.7
55.1	46.2	44.8	21.1	13.9	*	*	*
49.4	51.7	51.9	31.7	14.8	*	*	*
63.9	54.9	59.7	37.2	15.6	54.4	43.5	80.8
49.5	64.2	64.2	29.5	25.6	42.9	43.7	82.6
76.1	74.1	69.3	63.5	36.1	63.5	63.6	63.1
70.6	71.9	74.0	60.9	34.3	68.8	54.7	63.5
75.6	69.9	75.5	68.2	63.5	59.8	58.1	38.0
73.9	81.2	77.7	71.8	63.3	66.1	69.6	36.7
57.5	66.6	57.6	60.2	52.1	*	*	*
61.7	55.7	69.1	61.1	58.7	*	*	*
82.6	85.9	89.6	81.6	81.1	64.9	66.9	40.1
77.5	87.5	79.1	84.7	85.8	75.3	78.0	40.9
84.5	89.0	85.7	89.1	81.5	83.9	90.3	33.8
83.9	82.9	85.6	82.7	83.5	91.1	84.9	33.2
79.9	93.0	89.1	91.0	74.6	72.8	85.1	30.7
84.1	92.7	79.9	88.9	86.7	92.0	79.5	25.9
69.7	72.9	60.5	39.6	41.1	*	*	*
66.5	69.7	67.7	61.1	54.6	*	*	*
73.1	78.0	78.4	59.9	66.6	67.0	68.1	27.1
85.9	85.9	89.9	82.5	68.8	84.1	83.7	28.3
82.0	88.5	79.5	68.1	72.2	73.8	85.5	18.6
89.1	95.5	91.6	91.9	91.1	85.2	86.7	20.0
89.5	92.9	85.1	84.7	84.6	72.6	83.5	18.1
91.9	97.1	89.9	82.9	91.2	89.3	91.9	15.5
72.9	78.6	63.5	55.6	55.5	*	*	*
67.1	75.0	75.1	66.3	71.6	*	*	*
87.6	86.7	80.8	68.6	56.0	80.1	73.6	30.3
86.5	95.6	91.1	86.5	81.9	75.5	79.6	30.8
85.5	90.1	83.9	77.1	67.7	81.9	82.1	29.1
85.5	87.1	84.1	73.8	68.6	85.6	85.1	28.9
89.1	85.6	91.1	83.8	79.5	86.9	90.1	20.8
88.6	92.5	85.8	85.1	79.8	85.8	86.5	28.5

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PERCENT MEET
(THE * INDICATES THAT THE

DISTRICT	SCHOOL YEAR	BSAP READING % MEETING STANDARD G1	G2	G3	G6	GR
YORK 4	1980-1981	73.1	59.1	73.2	70.4	68.7
	1981-1982	60.0	76.0	70.3	75.2	66.4
	1982-1983	80.9	81.0	84.6	60.7	67.0
	1983-1984	81.9	80.0	80.2	71.1	68.2
	1984-1985	81.1	82.3	87.4	60.2	70.2
	1985-1986	78.7	82.4	92.0	79.3	81.7
	1986-1987	84.3	91.9	89.4	79.0	77.3
	1987-1988	86.3	85.2	93.9	86.0	85.6
YOUTH SERVICES	1980-1981	*	*	*	*	*
	1981-1982	*	*	*	*	*
	1982-1983	*	*	*	*	*
	1983-1984	*	*	*	*	*
	1984-1985	*	*	*	*	*
	1985-1986	*	*	*	*	*
	1986-1987	*	*	*	*	*
	1987-1988	*	*	*	52.7	36.4
STATE TOTALS	1980-1981	70.0	61.6	67.6	55.1	50.9
	1981-1982	72.0	68.5	68.9	62.3	52.1
	1982-1983	75.3	70.4	75.5	61.1	56.2
	1983-1984	80.0	75.5	76.9	64.8	60.0
	1984-1985	81.5	79.1	83.8	66.6	64.0
	1985-1986	82.3	80.8	86.6	72.2	71.0
	1986-1987	84.3	85.2	87.2	79.1	71.5
	1987-1988	85.1	85.1	87.3	76.8	73.6

ST SCORE SUMMARY

ING STANDARD
SCORE IS NOT AVAILABLE.)

BSAP MATHEMATICS % MEETING STANDARD					BSAP WRITING % MEETING STANDARD		% FREE
G1	G2	G3	G6	G8	G6	G8	LUNCH
71.0	62.1	71.1	70.2	54.9	*	*	*
61.0	73.4	77.8	64.3	52.5	*	*	*
85.6	86.1	87.2	57.1	70.6	83.9	92.4	17.2
84.9	89.0	92.9	71.5	66.4	79.9	83.6	15.4
87.7	93.2	90.5	63.0	70.9	76.7	92.6	15.0
82.4	93.8	90.0	78.7	77.9	86.2	90.1	15.7
86.8	96.2	94.0	76.8	71.9	84.5	84.3	12.1
90.9	95.7	96.2	85.6	75.9	86.7	87.1	11.7
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	*	*	*	*	*
*	*	*	22.7	30.4	52.2	47.5	104.7
68.6	69.6	61.5	47.5	42.6	*	*	*
67.6	64.4	67.7	50.6	40.5	*	*	*
75.8	76.0	74.4	56.4	42.0	68.9	65.4	41.0
81.2	82.4	79.0	56.8	53.8	71.8	72.3	40.8
83.5	85.5	79.2	61.4	57.3	76.1	77.2	37.7
84.4	85.8	80.4	65.9	59.5	77.6	77.0	37.4
85.0	87.3	83.1	71.7	69.0	76.8	75.2	35.2
87.5	91.0	84.6	70.2	70.7	78.0	79.3	33.5

APPENDIX H

BSAP EXIT EXAMINATION RESULTS BY DISTRICT, 1986-1988,
GRADE 10 (FIRST ATTEMPT)

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
ABBEVILLE	1985-1986	311	71.6	62.1	70.3	48.9
	1986-1987	309	76.1	70.9	73.2	54.0
	1987-1988	251	76.4	72.9	73.9	56.2
AIKEN	1985-1986	1673	75.2	70.1	75.7	56.7
	1986-1987	1663	78.8	71.0	76.5	57.8
	1987-1988	1567	80.9	80.8	80.3	65.7
ALLENDALE	1985-1986	157	58.0	47.4	51.6	31.2
	1986-1987	166	52.7	51.2	61.8	37.3
	1987-1988	148	65.5	58.1	67.6	48.6
ANDERSON 01	1985-1986	423	83.6	73.3	86.9	64.3
	1986-1987	450	83.9	76.7	84.2	65.8
	1987-1988	434	81.2	81.9	83.9	69.4
ANDERSON 02	1985-1986	263	79.5	71.5	79.1	58.9
	1986-1987	275	75.3	73.8	72.0	58.2
	1987-1988	295	77.8	77.2	78.6	65.4
ANDERSON 03	1985-1986	185	74.6	75.8	85.7	61.6
	1986-1987	165	70.9	76.8	81.6	61.8
	1987-1988	149	77.2	88.6	79.9	69.1
ANDERSON 04	1985-1986	189	74.7	72.3	77.5	57.7
	1986-1987	163	83.4	82.8	84.7	71.8
	1987-1988	157	83.0	82.2	86.0	66.9
ANDERSON 05	1985-1986	338	70.1	63.8	79.9	54.3
	1986-1987	725	80.2	68.1	77.6	58.2
	1987-1988	682	79.6	80.4	83.4	68.0
BAMBERG 01	1985-1986	172	58.1	62.0	74.4	45.3
	1986-1987	157	66.9	68.8	71.8	56.7
	1987-1988	138	66.7	71.7	76.1	55.8
BAMBERG 02	1985-1986	109	57.4	44.0	69.2	36.7
	1986-1987	97	56.7	54.6	59.4	38.1
	1987-1988	99	70.4	60.2	58.2	41.4
BARNWELL 19	1985-1986	80	66.3	72.5	76.3	56.3
	1986-1987	79	64.6	68.4	63.3	49.4
	1987-1988	79	73.4	75.9	68.4	55.7
BARNWELL 29	1985-1986	72	69.4	70.8	86.1	61.1
	1986-1987	65	60.0	69.2	75.4	49.2
	1987-1988	79	67.1	62.0	70.5	45.6

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
BARNWELL 45	1985-1986	150	65.1	52.3	69.7	47.3
	1986-1987	193	74.6	69.9	83.2	58.0
	1987-1988	149	80.5	79.1	82.9	65.8
BEAUFORT	1985-1986	702	66.3	62.4	71.3	48.7
	1986-1987	766	72.8	71.2	77.1	56.7
	1987-1988	763	72.1	70.4	75.6	55.8
BERKELEY	1985-1986	1733	74.4	66.9	76.9	56.1
	1986-1987	1689	78.7	76.0	77.0	60.9
	1987-1988	1735	77.2	75.9	77.2	61.8
CALHOUN	1985-1986	117	53.8	48.7	53.8	32.5
	1986-1987	153	51.6	52.3	53.3	32.7
	1987-1988	140	67.1	67.9	68.3	45.7
CHARLESTON	1985-1986	3029	75.6	66.8	76.9	54.7
	1986-1987	2259	83.4	77.6	80.4	64.0
	1987-1988	2045	86.6	81.5	85.3	68.9
CHEROKEE	1985-1986	675	69.4	64.6	72.3	48.7
	1986-1987	633	69.7	68.6	73.5	52.3
	1987-1988	613	72.2	75.6	81.3	58.1
CHESTER	1985-1986	552	59.3	51.7	65.3	39.7
	1986-1987	489	59.9	56.2	60.9	41.7
	1987-1988	414	65.8	67.2	72.2	50.7
CHESTERFIELD	1985-1986	566	68.6	71.0	74.7	53.0
	1986-1987	553	73.4	71.4	76.6	56.2
	1987-1988	489	73.8	82.3	78.8	61.3
CLARENDON 01	1985-1986	113	33.6	38.9	38.1	16.8
	1986-1987	95	44.2	41.1	48.4	23.2
	1987-1988	100	50.0	52.0	47.0	32.0
CLARENDON 02	1985-1986	268	68.9	63.4	70.0	49.3
	1986-1987	258	77.9	65.9	73.3	53.9
	1987-1988	231	69.1	64.9	73.6	52.4
CLARENDON 03	1985-1986	100	68.0	72.0	83.0	58.0
	1986-1987	107	61.7	72.9	56.1	49.5
	1987-1988	82	81.7	80.5	78.0	67.1
COLLETON	1985-1986	443	61.9	61.8	64.0	43.3
	1986-1987	441	67.0	61.9	64.6	42.6
	1987-1988	464	69.9	72.1	74.6	54.1

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
DARLINGTON	1985-1986	861	67.2	65.0	74.6	49.1
	1986-1987	878	69.1	71.1	71.8	51.8
	1987-1988	831	70.9	75.2	70.5	53.7
DILLON 01	1985-1986	97	57.7	61.5	75.3	36.1
	1986-1987	60	71.7	70.0	76.7	51.7
	1987-1988	70	77.1	79.4	84.1	68.6
DILLON 02	1985-1986	338	60.9	59.5	65.0	43.8
	1986-1987	340	63.0	67.3	60.4	45.0
	1987-1988	304	65.5	69.1	68.0	49.7
DILLON 03	1985-1986	95	73.7	73.7	70.5	55.8
	1986-1987	77	77.6	90.8	85.7	67.5
	1987-1988	80	80.0	86.8	85.5	68.8
DORCHESTER 02	1985-1986	846	82.2	77.9	85.8	66.0
	1986-1987	823	84.7	79.4	87.0	69.0
	1987-1988	789	84.1	84.8	87.3	74.5
DORCHESTER 04	1985-1986	*	*	*	*	*
	1986-1987	164	62.8	64.0	73.5	42.1
	1987-1988	144	68.8	66.7	65.3	48.6
EDGEFIELD	1985-1986	269	60.2	61.4	67.7	44.6
	1986-1987	247	75.3	68.4	66.7	48.6
	1987-1988	209	79.8	78.4	74.5	61.2
FAIRFIELD	1985-1986	278	54.7	62.9	64.4	39.6
	1986-1987	290	60.6	65.7	61.1	40.3
	1987-1988	301	58.0	58.9	64.8	40.2
FLORENCE 01	1985-1986	1082	73.7	68.1	77.1	56.0
	1986-1987	969	75.9	72.0	77.7	59.6
	1987-1988	922	80.2	74.6	79.3	62.4
FLORENCE 02	1985-1986	85	64.7	72.9	70.6	54.1
	1986-1987	83	59.0	60.2	61.4	48.2
	1987-1988	99	73.2	78.6	65.7	53.5
FLORENCE 03	1985-1986	343	47.4	52.4	57.5	31.2
	1986-1987	286	66.0	70.5	60.9	45.5
	1987-1988	261	59.1	66.9	64.4	42.1
FLORENCE 04	1985-1986	76	43.4	34.2	51.3	18.4
	1986-1987	86	46.5	40.7	37.2	22.1
	1987-1988	109	60.2	56.5	52.3	32.1

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
FLORENCE 05	1985-1986	89	79.8	86.5	94.4	74.2
	1986-1987	88	89.8	89.8	87.5	80.7
	1987-1988	102	82.4	83.3	83.3	71.6
GEORGETOWN	1985-1986	666	64.5	60.8	64.9	43.8
	1986-1987	646	67.7	59.5	63.5	41.5
	1987-1988	554	77.9	80.8	74.8	59.9
GREENVILLE	1985-1986	3679	79.3	78.0	85.1	66.5
	1986-1987	3680	82.1	83.2	85.4	69.8
	1987-1988	3361	83.5	83.6	84.2	70.9
GREENWOOD 50	1985-1986	667	65.9	63.4	72.9	53.4
	1986-1987	652	76.5	76.5	73.8	60.3
	1987-1988	638	72.8	72.3	79.5	60.0
GREENWOOD 51	1985-1986	90	70.0	55.6	76.7	44.4
	1986-1987	87	79.3	69.0	85.1	62.1
	1987-1988	92	85.9	79.3	83.7	73.9
GREENWOOD 52	1985-1986	139	65.5	58.4	75.7	48.2
	1986-1987	135	71.6	63.4	76.5	57.0
	1987-1988	91	73.6	65.6	72.2	52.7
HAMPTON 01	1985-1986	218	62.8	65.1	69.6	47.7
	1986-1987	183	80.3	73.2	70.9	57.9
	1987-1988	183	68.7	71.4	76.4	54.1
HAMPTON 02	1985-1986	95	40.0	33.7	34.7	16.8
	1986-1987	116	35.1	30.1	38.3	20.7
	1987-1988	65	63.1	64.6	52.3	33.8
HORRY	1985-1986	1650	79.9	71.1	77.9	60.1
	1986-1987	1633	80.8	75.9	80.3	63.9
	1987-1988	1586	81.5	82.6	81.5	68.6
JASPER	1985-1986	175	56.6	43.4	50.6	32.0
	1986-1987	133	63.6	49.6	60.6	36.8
	1987-1988	148	62.6	68.7	60.0	43.2
KERSHAW	1985-1986	610	82.1	71.5	86.2	64.4
	1986-1987	608	81.5	71.2	78.7	59.5
	1987-1988	564	79.4	76.0	79.0	64.7
LANCASTER	1985-1986	803	70.9	70.6	73.4	53.1
	1986-1987	769	77.4	75.6	75.3	60.1
	1987-1988	762	78.6	81.5	79.0	65.1

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
LAURENS 55	1985-1986	379	72.2	70.9	77.8	56.7
	1986-1987	359	79.1	80.8	75.2	65.7
	1987-1988	372	78.7	85.2	79.3	65.9
LAURENS 56	1985-1986	286	60.0	66.0	77.3	50.3
	1986-1987	249	72.3	72.2	69.9	52.2
	1987-1988	269	70.3	71.7	74.4	55.4
LEE	1985-1986	248	58.5	43.5	56.0	32.7
	1986-1987	226	55.6	52.0	59.7	32.3
	1987-1988	257	66.9	65.0	64.8	44.7
LEXINGTON 01	1985-1986	728	82.3	78.8	86.0	68.5
	1986-1987	733	86.4	83.7	86.0	74.9
	1987-1988	676	90.0	87.2	88.5	77.7
LEXINGTON 02	1985-1986	724	81.5	80.2	85.6	68.4
	1986-1987	758	82.2	82.1	79.8	65.7
	1987-1988	716	86.2	86.1	83.8	72.6
LEXINGTON 03	1985-1986	183	67.2	66.1	67.2	50.3
	1986-1987	163	75.9	67.3	69.9	55.2
	1987-1988	185	75.1	78.4	78.8	63.8
LEXINGTON 04	1985-1986	139	75.5	64.0	76.3	49.6
	1986-1987	135	80.6	70.4	83.7	62.2
	1987-1988	131	80.2	80.0	88.5	65.6
LEXINGTON 05	1985-1986	972	91.2	92.2	91.5	81.5
	1986-1987	931	91.5	91.2	90.6	82.7
	1987-1988	833	91.8	91.8	92.8	83.8
MCCORMICK	1985-1986	159	44.2	51.0	49.0	27.0
	1986-1987	121	55.0	49.6	50.0	26.4
	1987-1988	105	41.0	46.7	54.3	24.8
MARION 01	1985-1986	260	67.6	63.3	72.3	48.1
	1986-1987	185	75.1	77.8	74.1	61.1
	1987-1988	251	72.8	73.5	70.4	56.6
MARION 02	1985-1986	175	69.7	62.3	67.4	51.4
	1986-1987	165	64.2	65.2	58.2	42.4
	1987-1988	192	63.7	70.5	68.4	47.9
MARION 03	1985-1986	39	46.2	53.8	61.5	20.5
	1986-1987	49	42.9	46.9	36.7	24.5
	1987-1988	47	57.4	63.8	48.9	38.3

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
MARION 04	1985-1986	45	65.9	80.0	63.6	55.6
	1986-1987	22	68.2	68.2	63.6	50.0
	1987-1988	32	71.9	65.6	71.9	56.3
MARLBORO	1985-1986	437	53.5	55.4	63.8	38.2
	1986-1987	495	54.0	54.9	51.0	33.5
	1987-1988	393	62.0	65.0	62.7	43.8
NEWBERRY	1985-1986	437	75.5	72.5	77.7	58.8
	1986-1987	447	76.2	71.8	75.7	59.3
	1987-1988	421	74.3	78.3	78.1	58.9
OCONEE	1985-1986	696	79.4	70.2	85.8	60.5
	1986-1987	743	83.4	75.8	85.3	64.2
	1987-1988	740	83.3	84.3	84.6	69.6
ORANGEBURG 01	1985-1986	71	54.9	57.7	57.1	35.2
	1986-1987	82	68.3	69.5	60.5	46.3
	1987-1988	86	60.0	67.4	56.0	40.7
ORANGEBURG 02	1985-1986	37	64.9	37.8	45.9	21.6
	1986-1987	79	68.4	64.6	59.5	45.6
	1987-1988	54	64.8	55.6	55.6	37.0
ORANGEBURG 03	1985-1986	213	47.4	49.3	58.2	27.7
	1986-1987	216	60.6	57.4	58.8	37.5
	1987-1988	200	69.5	65.5	61.3	45.5
ORANGEBURG 04	1985-1986	144	70.6	56.3	74.1	48.6
	1986-1987	124	79.8	83.9	81.5	68.5
	1987-1988	113	75.2	77.9	85.0	66.4
ORANGEBURG 05	1985-1986	478	58.5	44.7	63.4	35.4
	1986-1987	495	72.1	63.4	61.3	46.3
	1987-1988	432	71.2	68.3	69.7	52.3
ORANGEBURG 06	1985-1986	74	60.8	51.4	56.8	36.5
	1986-1987	53	84.9	77.4	50.9	43.4
	1987-1988	56	58.9	64.3	45.5	33.9
ORANGEBURG 07	1985-1986	41	48.8	30.0	58.5	22.0
	1986-1987	55	56.4	60.0	65.5	38.2
	1987-1988	55	60.0	54.5	58.2	30.9
ORANGEBURG 08	1985-1986	43	67.4	74.4	60.5	39.5
	1986-1987	50	60.0	66.0	65.3	38.0
	1987-1988	34	85.3	87.5	81.8	76.5

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
PICKENS	1985-1986	1100	83.9	74.9	83.6	64.7
	1986-1987	1088	81.6	80.0	84.4	68.3
	1987-1988	1006	85.5	84.9	85.9	72.1
RICHLAND 01	1985-1986	2013	69.8	60.3	70.3	48.1
	1986-1987	1841	68.3	59.5	67.3	46.1
	1987-1988	1658	74.7	64.9	74.4	52.5
RICHLAND 02	1985-1986	993	81.1	76.3	83.9	66.3
	1986-1987	958	83.5	80.6	84.2	69.9
	1987-1988	986	84.9	86.5	87.0	73.9
SALUDA	1985-1986	147	78.2	72.8	77.6	62.6
	1986-1987	186	72.6	72.6	78.7	57.5
	1987-1988	138	83.3	84.1	77.5	68.8
SPARTANBURG 01	1985-1986	268	77.5	76.1	85.1	64.6
	1986-1987	286	79.6	78.4	80.0	65.4
	1987-1988	287	79.0	79.0	84.2	66.2
SPARTANBURG 02	1985-1986	540	75.7	67.8	79.8	55.4
	1986-1987	455	78.5	81.1	84.1	68.1
	1987-1988	484	79.4	82.7	84.2	66.3
SPARTANBURG 03	1985-1986	280	72.9	67.7	78.2	54.3
	1986-1987	225	70.2	65.2	82.1	55.1
	1987-1988	241	74.7	75.4	76.6	58.5
SPARTANBURG 04	1985-1986	209	65.1	69.4	74.6	49.3
	1986-1987	202	79.2	82.2	73.5	59.9
	1987-1988	139	79.9	92.8	87.7	74.1
SPARTANBURG 05	1985-1986	264	80.3	74.6	78.7	59.8
	1986-1987	305	79.2	76.2	79.5	63.0
	1987-1988	275	84.2	80.3	86.5	67.6
SPARTANBURG 06	1985-1986	611	76.8	70.4	84.1	59.6
	1986-1987	621	74.6	71.0	82.8	60.1
	1987-1988	551	82.1	79.6	83.4	67.2
SPARTANBURG 07	1985-1986	753	73.3	76.0	79.6	60.6
	1986-1987	666	77.7	74.5	82.5	62.8
	1987-1988	653	77.6	79.4	82.5	64.6
SUMTER 02	1985-1986	574	63.5	58.1	67.7	41.8
	1986-1987	592	65.9	60.2	57.5	42.6
	1987-1988	498	71.0	67.9	71.7	51.8

DISTRICT TEST SCORE SUMMARY

PERCENT MEETING STANDARD ON FIRST EXIT EXAM ATTEMPT - GRADE 10
(THE * INDICATES THAT THE SCORE IS NOT AVAILABLE.)

DISTRICT	SCHOOL YEAR	NUM. TESTED	READING %	MATH %	WRITING %	% PASSING
SUMTER 17	1985-1986	689	70.3	64.6	70.4	52.0
	1986-1987	623	75.1	66.5	72.8	55.7
	1987-1988	636	77.4	72.7	74.7	59.9
UNION	1985-1986	415	72.6	76.5	77.5	57.3
	1986-1987	407	76.4	80.8	73.3	60.4
	1987-1988	423	74.9	81.0	76.7	59.3
WILLIAMSBURG	1985-1986	509	54.2	41.9	55.7	27.9
	1986-1987	505	55.5	45.4	53.2	29.1
	1987-1988	474	65.3	53.8	61.7	40.1
YORK 01	1985-1986	271	72.3	78.6	73.0	59.0
	1986-1987	297	78.7	80.1	79.4	63.3
	1987-1988	236	77.4	80.5	76.4	58.5
YORK 02	1985-1986	256	73.3	64.7	77.3	53.5
	1986-1987	230	78.3	82.6	73.0	60.9
	1987-1988	235	80.8	80.3	78.1	63.8
YORK 03	1985-1986	982	77.5	79.8	80.4	64.8
	1986-1987	987	79.1	79.3	78.0	62.2
	1987-1988	917	81.9	84.4	83.1	69.2
YORK 04	1985-1986	255	88.1	75.1	85.4	64.7
	1986-1987	250	82.4	79.6	82.3	67.2
	1987-1988	253	92.5	92.5	90.8	83.0
YOUTH SERVICES	1985-1986	*	*	*	*	*
	1986-1987	58	41.4	41.8	52.6	31.0
	1987-1988	45	42.2	37.8	42.2	22.2
PALMETTO UNIF.	1985-1986	58	18.2	16.4	22.8	6.9
	1986-1987	67	10.4	9.4	12.9	4.5
	1987-1988	46	17.8	22.7	26.1	4.3
STATE TOTALS	1985-1986	44532	72.5	68.0	76.0	54.9
	1986-1987	42767	75.8	72.7	75.6	58.3
	1987-1988	40399	78.0	77.6	78.9	62.8

APPENDIX I

1988 STATE ITEM RESPONSE SUMMARY, SCIENCE
GRADES 3, 6, AND 8

THE ITEM RESPONSE SUMMARY PROVIDES DESCRIPTIVE INFORMATION ABOUT SCHOOL, DISTRICT, AND STATEWIDE PERFORMANCE ON THE SPECIFIC ITEMS USED TO ASSESS THE SCIENCE SUBSKILLS. AS YOU REVIEW THE INDIVIDUAL ITEM DESCRIPTIONS, PLEASE NOTE THAT THE ITEMS LISTED FOR EACH SUBSKILL DO NOT ASSESS THE ENTIRE SUBSKILL DOMAIN. CONSEQUENTLY, INTERPRETATION OF DATA SHOULD RELATE TO THE SPECIFIC NATURE OF THE ITEM TESTED AND NOT EXTEND TO THE SUBSKILL ASSESSED. FOR A MORE COMPLETE DESCRIPTION OF A GIVEN SUBSKILL, REFER TO THE PILOT T & T IN SCIENCE SERIES, PART 1 (SCIENCE CONCEPTS AND SCIENCE PROCESS SKILLS OBJECTIVES) OR PART 2 (SCIENCE AND TECHNOLOGY AND NATURE OF SCIENCE OBJECTIVES).

BELOW IS A LIST OF THE SUBSKILLS TESTED AND

SCIENCE CONCEPTS (CN) THE STUDENT CAN APPLY SCIENCE CONCEPTS.

TESTED AT GRADES:

3, 6, 8	CN1.	**LIFE** - THE STUDENT CAN COMPREHEND AND APPLY BASIC LIFE SCIENCE CONCEPTS.
3, 6, 8	CN2.	**EARTH-SPACE** - THE STUDENT CAN COMPREHEND AND APPLY BASIC EARTH-SPACE SCIENCE CONCEPTS.
3, 6, 8	CN3.	**PHYSICAL** - THE STUDENT CAN COMPREHEND AND APPLY BASIC PHYSICAL SCIENCE CONCEPTS.

SCIENCE PROCESS SKILLS (PR) THE STUDENT CAN APPLY SCIENCE PROCESS SKILLS.

3, 6, 8	PR1.	**BASIC** - THE STUDENT CAN COMPREHEND AND APPLY BASIC SCIENCE PROCESS SKILLS.
6, 8	PR2.	**INTEGRATED** - THE STUDENT CAN COMPREHEND AND APPLY INTEGRATED SCIENCE PROCESS SKILLS.

THE PERCENT OF STUDENTS RESPONDING CORRECTLY TO EACH ITEM IS PROVIDED AT THE SCHOOL, DISTRICT, AND STATE LEVELS. BY COMPARING PERFORMANCE AT THESE LEVELS, SPECIFIC AREAS OF RELATIVE STRENGTHS AND WEAKNESSES ON OBJECTIVES CAN BE DETERMINED.

SINCE THE BASIC SKILLS ASSESSMENT PROGRAM FOR SCIENCE IS STILL IN THE DEVELOPMENTAL STAGES, THE REPORT IS INTENDED TO PROVIDE DISTRICTS AND SCHOOLS WITH DIAGNOSTIC INFORMATION THAT CAN BE USED TO ENHANCE PROGRAM DEVELOPMENT AND INSTRUCTION IN SCIENCE.

THE SUBSKILL CODES USED ON THIS REPORT.

SCIENCE AND TECHNOLOGY (ST) THE STUDENT CAN ANALYZE THE RELATIONSHIPS BETWEEN SCIENCE AND TECHNOLOGY, AS WELL AS THE RELATIONSHIPS OF SCIENCE AND TECHNOLOGY TO SELF, SOCIETY, AND THE ENVIRONMENT.

3, 6, 8 **ST1. SCI-TECH** - THE STUDENT CAN COMPREHEND, APPLY, AND ANALYZE BASIC CONCEPTS ABOUT TECHNOLOGY AND RELATIONSHIPS BETWEEN SCIENCE AND TECHNOLOGY.

3, 6, 8 **ST2. S/T-SSE** - THE STUDENT CAN COMPREHEND, APPLY, AND ANALYZE BASIC RELATIONSHIPS BETWEEN SCIENCE/TECHNOLOGY AND SELF, SOCIETY, AND THE ENVIRONMENT.

NATURE OF SCIENCE (NS) THE STUDENT CAN DEMONSTRATE A COMPREHENSION OF THE NATURE OF SCIENCE.

6, 8 **NS1.** - THE STUDENT CAN COMPREHEND AND APPLY BASIC CONCEPTS ABOUT THE NATURE OF SCIENCE.

SOUTH CAROLINA BASIC SKIL
STATE ITEM RESPO
SCIENC

STATE TOTALS

SCIENCE CONCEPTS (CN):
THE STUDENT CAN APPLY SCIENCE CONCEPTS.

1-CN1 **LIFE**-COMPREHEND-CHARACTERISTICS OF LIVING THINGS

2-CN1 **LIFE**-COMPREHEND-STRUCTURES OF PLANTS

3-CN1 **LIFE**-APPLY-CHARACTERISTICS OF PLANTS

4-CN1 **LIFE**-COMPREHEND-INTERACTIONS AMONG LIVING THINGS & THE ENVIRONMENT

5-CN1 **LIFE**-APPLY-ADAPTATIONS OF LIVING THINGS

6-CN1 **LIFE**-APPLY-CHANGES IN POPULATIONS DUE TO ENVIRONMENTAL CHANGES

7-CN2 **EARTH-SPACE**-COMPREHEND-PROPERTIES OF AIR & WATER

8-CN2 **EARTH-SPACE**-COMPREHEND-CHARACTERISTICS OF THE EARTH'S CRUST

9-CN2 **EARTH-SPACE**-APPLY-CHANGES IN EARTH'S SURFACE FEATURES DUE TO SURFACE PROC

10-CN2 **EARTH-SPACE**-COMPREHEND-INTERRELATIONSHIPS BETWEEN THE EARTH & THE SUN

11-CN3 **PHYSICAL**-COMPREHEND-PROPERTIES OF MATTER

12-CN3 **PHYSICAL**-COMPREHEND-PROPERTIES OF FORMS OF ENERGY (LIGHT)

13-CN3 **PHYSICAL**-COMPREHEND-CHANGES IN STATES OF MATTER

14-CN3 **PHYSICAL**-COMPREHEND-CHANGES IN FORMS OF ENERGY

SCIENCE PROCESS SKILLS (PR):
THE STUDENT CAN APPLY SCIENCE PROCESS SKILLS.

1-PR1 **BASIC**-APPLY-OBSERVE COMMON CHARACTERISTICS

2-PR1 **BASIC**-APPLY-MAKE OBSERVATION & DISTINGUISH OBSERVATION FROM OTHER PROCESS

3-PR1 **BASIC**-APPLY-MAKE OBSERVATION & DISTINGUISH OBSERVATION FROM OTHER PROCESS

4-PR1 **BASIC**-COMPREHEND-DISTINGUISH OBSERVATION FROM OTHER PROCESS SKILLS IN SIM
INVESTIGATION

LS ASSESSMENT PROGRAM
NSE SUMMARY
E

STATE COPY
GRADE: 3
SPRING 88
PAGE: 1
TOTAL REPORTED:46237

	STATE % RIGHT
	79.0
	32.0
	74.1
	60.7
	83.8
	86.6
	58.9
	65.3
ESSES	64.4
	78.0
	32.7
	55.3
	84.6
	63.3
	89.5
SKILLS	81.7
SKILLS	78.5
PLE	50.4

STATE TOTALS

SCIENCE PROCESS SKILLS (PR):
THE STUDENT CAN APPLY SCIENCE PROCESS SKILLS. (cont.)

5-PR1 **BASIC**-APPLY-CLASSIFY BASED ON EXAMPLES

6-PR1 **BASIC**-APPLY-CLASSIFY BASED ON EXAMPLES & NON-EXAMPLES

7-PR1 **BASIC**-APPLY-IDENTIFY BEST WAY TO CLASSIFY A SET OF OBJECTS

8-PR1 **BASIC**-APPLY-CLASSIFY USING A CLASSIFICATION CHART

9-PR1 **BASIC**-APPLY-IDENTIFY BEST INFERENCE

10-PR1 **BASIC**-APPLY-IDENTIFY BEST INFERENCE

11-PR1 **BASIC**-COMPREHEND-DISTINGUISH INFERENCE FROM OTHER PROCESS SKILLS

12-PR1 **BASIC**-APPLY-IDENTIFY BEST PREDICTION

13-PR1 **BASIC**-APPLY-IDENTIFY BEST PREDICTION

14-PR1 **BASIC**-COMPREHEND-DISTINGUISH PREDICTION FROM OTHER PROCESS SKILLS

15-PR1 **BASIC**-APPLY-IDENTIFY TABLE WHICH CORRESPONDS WITH DATA IN TEXT

16-PR1 **BASIC**-APPLY-IDENTIFY TABLE WHICH CORRESPONDS WITH DATA IN PICTURES

17-PR1 **BASIC**-APPLY-IDENTIFY BAR GRAPH WHICH CORRESPONDS WITH DATA IN TABLE

SCIENCE AND TECHNOLOGY (ST):
THE STUDENT CAN ANALYZE THE RELATIONSHIPS BETWEEN SCIENCE AND TECHNOLOGY, AS WELL AS THE RELATIONSHIPS OF SCIENCE AND TECHNOLOGY TO SELF, SOCIETY, AND THE ENVIRONMENT.

1-ST1 **SCI-TECH**-COMPREHEND-CHARACTERISTICS OF TECHNOLOGY

2-ST1 **SCI-TECH**-COMPREHEND-CHARACTERISTICS OF TECHNOLOGY

3-ST2 **S/T-SSE**-COMPREHEND-RELATIONSHIPS OF TECHNOLOGY TO SELF & SOCIETY

4-ST2 **S/T-SSE**-COMPREHEND-RELATIONSHIPS OF TECHNOLOGY TO SELF & SOCIETY

	STATE % RIGHT
	75.4
	83.4
	39.6
	71.5
	78.3
	93.2
	64.5
	83.9
	67.1
	19.8
	81.9
	68.7
	88.2
	79.7
	67.3
	74.6
	65.8

STATE TOTALS

SCIENCE CONCEPTS (CN):
THE STUDENT CAN APPLY SCIENCE CONCEPTS.

1-CN1 **LIFE**-COMPREHEND-STRUCTURES OF LIVING THINGS

2-CN1 **LIFE**-COMPREHEND-INTERACTION AMONG LIVING THINGS

3-CN1 **LIFE**-COMPREHEND-INTERACTION AMONG LIVING THINGS

4-CN1 **LIFE**-COMPREHEND-INTERDEPENDENCE AMONG LIVING THINGS FOR FOOD

5-CN1 **LIFE**-APPLY-CHANGES IN POPULATIONS DUE TO ENVIRONMENTAL CHANGES

6-CN1 **LIFE**-APPLY-CHANGES IN POPULATIONS DUE TO ENVIRONMENTAL CHANGES

7-CN2 **EARTH-SPACE**-COMPREHEND-PROPERTIES OF THE EARTH'S WATER

8-CN2 **EARTH-SPACE**-COMPREHEND-PROPERTIES OF THE EARTH'S LAND

9-CN2 **EARTH-SPACE**-COMPREHEND-CHANGES IN THE EARTH'S WATER (WATER CYCLE)

10-CN2 **EARTH-SPACE**-COMPREHEND-INTERRELATIONSHIPS BETWEEN THE EARTH & THE SUN

11-CN3 **PHYSICAL**-APPLY-PROPERTIES RELATED TO THE STRUCTURE OF MATTER IN VARIOUS

12-CN3 **PHYSICAL**-COMPREHEND-PROPERTIES OF FORMS OF ENERGY (LIGHT)

13-CN3 **PHYSICAL**-APPLY-PROPERTIES OF FORMS OF ENERGY (MAGNETISM)

14-CN3 **PHYSICAL**-COMPREHEND-PROPERTIES OF FORMS OF ENERGY (ELECTRICITY)

15-CN3 **PHYSICAL**-COMPREHEND-CHANGES IN PROPERTIES OF MATTER

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ONSE SUMMARY
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STATE COPY
GRADE: 6
SPRING 88
PAGE: 1
TOTAL REPORTED:43103

14

	STATE % RIGHT
	55.0
	41.9
	36.2
	35.7
	43.0
	52.3
	77.1
	37.1
	84.2
	54.1
FORMS	58.6
	36.4
	52.3
	36.3
	30.9

STATE TOTALS

SCIENCE PROCESS SKILLS (PR):
THE STUDENT CAN APPLY SCIENCE PROCESS SKILLS.

1-PR1	**BASIC**-APPLY-MAKE OBSERVATION & DISTINGUISH OBSERVATION FROM OTHER PROCES
2-PR1	**BASIC**-COMPREHEND-DISTINGUISH OBSERVATION FROM OTHER PROCESS SKILLS IN IN
3-PR1	**BASIC**-APPLY-CLASSIFY USING CLASSIFICATION CHART
4-PR1	**BASIC**-APPLY-CLASSIFY & GIVE REASON FOR CLASSIFICATION
5-PR1	**BASIC**-APPLY-IDENTIFY BEST INFERENCE
6-PR1	**BASIC**-APPLY-IDENTIFY BEST INFERENCE
7-PR1	**BASIC**-APPLY-IDENTIFY BEST PREDICTION
8-PR1	**BASIC**-COMPREHEND-DISTINGUISH PREDICTION FROM OTHER PROCESS SKILLS IN INV
9-PR1	**BASIC**-APPLY-IDENTIFY TABLE WHICH CORRESPONDS WITH DATA IN TEXT
10-PR1	**BASIC**-APPLY-IDENTIFY TABLE WHICH CORRESPONDS WITH DATA IN PICTURE
11-PR1	**BASIC**-APPLY-IDENTIFY BAR GRAPH WHICH IS CORRECTLY CONSTRUCTED TO CORRESP DATA IN TABLE
12-PR2	**INTEGRATED**-APPLY-IDENTIFY BEST RESEARCH QUESTION FOR AN EXPERIMENT
13-PR2	**INTEGRATED**-COMPREHEND-SELECT PAIR OF VARIABLES INVESTIGATED IN AN EXPERI
14-PR2	**INTEGRATED**-COMPREHEND-SELECT MANIPULATED VARIABLE IN AN EXPERIMENT
15-PR2	**INTEGRATED**-APPLY-IDENTIFY BEST HYPOTHESIS FOR INVESTIGATING A PROBLEM
16-PR2	**INTEGRATED**-APPLY-IDENTIFY BEST OPERATIONAL DEFINITION FOR A VARIABLE
17-PR2	**INTEGRATED**-APPLY-IDENTIFY BEST CONCLUSION BASED ON INTERPRETATION OF DAT

	STATE % RIGHT
S SKILLS	70.2
VESTIGATION	44.1
	72.7
	77.5
	77.6
	75.9
	60.0
ESTIGATION	56.8
	81.0
	59.1
OND WITH	27.4
	66.3
MENT	49.9
	36.7
	56.5
	31.2
A IN TABLE	70.8

STATE TOTALS

SCIENCE AND TECHNOLOGY (ST):
THE STUDENT CAN ANALYZE THE RELATIONSHIPS BETWEEN SCIENCE AND TECHNOLOGY, AS WELL A
THE RELATIONSHIPS OF SCIENCE AND TECHNOLOGY TO SELF, SOCIETY, AND THE ENVIRONMENT.

1-ST1 **SCI-TECH**-COMPREHEND-CHARACTERISTICS OF TECHNOLOGY

2-ST1 **SCI-TECH**-COMPREHEND-RELATIONSHIPS BETWEEN SCIENCE & TECHNOLOGY

3-ST1 **SCI-TECH**-COMPREHEND-RELATIONSHIPS BETWEEN SCIENCE & TECHNOLOGY

4-ST2 **S/T-SSE**-COMPREHEND-RELATIONSHIPS BETWEEN TECHNOLOGY & THE ENVIRONMENT

NATURE OF SCIENCE (NS):
THE STUDENT CAN DEMONSTRATE A COMPREHENSION OF THE NATURE OF SCIENCE.

1-NS1 **NS CONCEPTS**-COMPREHEND-CHARACTERISTICS OF SCIENCE KNOWLEDGE

2-NS1 **NS CONCEPTS**-COMPREHEND-DEVELOPMENT OFSCIENCE KNOWLEDGE

3-NS1 **NS CONCEPTS**-COMPREHEND-DEVELOPMENT OFSCIENCE KNOWLEDGE

4-NS1 **NS CONCEPTS**-APPLY-DEVELOPMENT OF SCIENCE KNOWLEDGE

	STATE % RIGHT
S	
	52.3
	71.5
	54.3
	59.8
	50.0
	51.1
	46.1
	44.2

STATE TOTALS

SCIENCE CONCEPTS (CN):
THE STUDENT CAN APPLY SCIENCE CONCEPTS.

1-CN1 **LIFE**-COMPREHEND-CHARACTERISTICS OF ANIMALS

2-CN1 **LIFE**-COMPREHEND-CHARACTERISTICS OF PLANTS

3-CN1 **LIFE**-COMPREHEND-INTERACTIONS AMONG LIVING THINGS & THE ENVIRONMENT

4-CN1 **LIFE**-APPLY-INTERDEPENDENCE AMONG LIVING THINGS FOR FOOD

5-CN1 **LIFE**-COMPREHEND-CHANGES IN PLANT COMMUNITIES OVER TIME

6-CN2 **EARTH-SPACE**-COMPREHEND-PROPERTIES OF THE EARTH'S LAND

7-CN2 **EARTH-SPACE**-APPLY-PROPERTIES OF THE EARTH'S LAND

8-CN2 **EARTH-SPACE**-APPLY-PROPERTIES OF THE EARTH'S LAND

9-CN2 **EARTH-SPACE**-COMPREHEND-CHANGES IN THE EARTH'S SURFACE DUE TO INTERIOR

10-CN2 **EARTH-SPACE**-APPLY-CHANGES IN THE EARTH'S SURFACE DUE TO INTERIOR PROCES

11-CN2 **EARTH-SPACE**-APPLY-CAUSES OF THE EARTH'S WEATHER

12-CN2 **EARTH-SPACE**-COMPREHEND-INTERRELATIONSHIPS AMONG THE EARTH, SUN, & MOON

13-CN2 **EARTH-SPACE**-APPLY-INTERRELATIONSHIPS BETWEEN THE EARTH & THE MOON

14-CN3 **PHYSICAL**-APPLY-PROPERTIES OF MATTER

15-CN3 **PHYSICAL**-COMPREHEND-PROPERTIES OF ENERGY

16-CN3 **PHYSICAL**-COMPREHEND-PROPERTIES OF FORCES & ENERGY RELATED TO INTERACTI
MATTER

17-CN3 **PHYSICAL**-COMPREHEND-CHANGES IN FORMS OF ENERGY

ILLS ASSESSMENT PROGRAM
PONSE SUMMARY
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STATE COPY
GRADE: 8
SPRING 88
PAGE: 1
TOTAL REPORTED:44145

	STATE % RIGHT
	53.3
	74.4
	44.6
	28.6
	19.4
	36.9
	7.6
	46.5
PROCESSES	37.7
SSES	66.1
	32.6
	38.5
	34.4
	46.9
	32.2
ONS WITH	69.3
	51.9

SOUTH CAROLINA BASIC SKIL
STATE ITEM RESPO
SCIENC

STATE TOTALS

SCIENCE PROCESS SKILLS (PR):
THE STUDENT CAN APPLY SCIENCE PROCESS SKILLS.

1-PR1 **BASIC**-APPLY-MAKE OBSERVATION & DISTINGUISH OBSERVATION FROM OTHER PROCESS

2-PR1 **BASIC**-APPLY-CLASSIFY USING CLASSIFICATION CHART

3-PR1 **BASIC**-APPLY-IDENTIFY BEST INFERENCE & DISTINGUISH INFERENCE FROM OTHER PRO
SKILLS

4-PR1 **BASIC**-APPLY-IDENTIFY BEST PREDICTION

5-PR1 **BASIC**-APPLY-IDENTIFY BEST PREDICTION

6-PR1 **BASIC**-APPLY-IDENTIFY BAR GRAPH WHICH IS CORRECTLY CONSTRUCTED TO CORRESPON
DATA IN TABLE

7-PR1 **BASIC**-APPLY-IDENTIFY LINE GRAPH WHICH CORRESPONDS WITH DATA IN TABLE

8-PR2 **INTEGRATED**-APPLY-IDENTIFY BEST RESEARCH QUESTION FOR AN EXPERIMENT

9-PR2 **INTEGRATED**-COMPREHEND-SELECT PAIR OF VARIABLES INVESTIGATED IN AN EXPERIME

10-PR2 **INTEGRATED**-COMPREHEND-SELECT MANIPULATED VARIABLE IN AN EXPERIMENT

11-PR2 **INTEGRATED**-COMPREHEND-SELECT RESPONDING VARIABLE IN AN EXPERIMENT

12-PR2 **INTEGRATED**-APPLY-IDENTIFY HYPOTHESIS WHICH WAS INVESTIGATED IN AN EXPERIME

13-PR2 **INTEGRATED**-COMPREHEND-DISTINGUISH HYPOTHESIS FROM OTHER PROCESS SKILLS IN
INVESTIGATION

14-PR2 **INTEGRATED**-APPLY-IDENTIFY BEST OPERATIONAL DEFINITION FOR A VARIABLE

15-PR2 **INTEGRATED**-APPLY-IDENTIFY BEST STRATEGY FOR INVESTIGATING A HYPOTHESIS

16-PR2 **INTEGRATED**-APPLY-IDENTIFY BEST STRATEGY FOR INVESTIGATING A HYPOTHESIS

17-PR2 **INTEGRATED**-APPLY-IDENTIFY BEST CONCLUSION BASED ON INTERPRETATION OF DATA
LINE GRAPH

18-PR2 **INTEGRATED**-APPLY-IDENTIFY BEST CONCLUSION BASED ON HYPOTHESIS & DATA IN BA

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STATE COPY
GRADE: 8
SPRING 88
PAGE: 2
TOTAL REPORTED:44145

8-1

	STATE % RIGHT
SKILLS	43.6
	69.8
CESS	75.8
	68.8
	47.0
D WITH	37.6
	61.1
	76.7
NT	60.4
	41.4
	49.6
NT	74.8
	48.2
	53.8
	33.5
	56.4
IN	51.4
R GRAPH	71.6

STATE TOTALS

SCIENCE AND TECHNOLOGY (ST):
THE STUDENT CAN ANALYZE THE RELATIONSHIPS BETWEEN SCIENCE AND TECHNOLOGY, AS WELL AS THE RELATIONSHIPS OF SCIENCE AND TECHNOLOGY TO SELF, SOCIETY, AND THE ENVIRONMENT.

1-ST1 **SCI-TECH**-COMPREHEND-CHARACTERISTICS OF TECHNOLOGY

2-ST1 **SCI-TECH**-COMPREHEND-CHARACTERISTICS OF TECHNOLOGY

3-ST1 **SCI-TECH**-COMPREHEND-RELATIONSHIPS BETWEEN SCIENCE & TECHNOLOGY

4-ST2 **S/T-SSE**-COMPREHEND-RELATIONSHIPS BETWEEN SCIENCE/TECHNOLOGY & THE ENVIRON

5-ST2 **S/T-SSE**-COMPREHEND-RELATIONSHIPS BETWEEN TECHNOLOGY & SELF/SOCIETY

NATURE OF SCIENCE (NS):
THE STUDENT CAN DEMONSTRATE A COMPREHENSION OF THE NATURE OF SCIENCE.

1-NS1 **NS CONCEPTS**-COMPREHEND-CHARACTERISTICS OF SCIENCE KNOWLEDGE

2-NS1 **NS CONCEPTS**-COMPREHEND-CHARACTERISTICS OF SCIENCE KNOWLEDGE

3-NS1 **NS CONCEPTS**-APPLY-CHARACTERISTICS OF SCIENCE KNOWLEDGE

4-NS1 **NS CONCEPTS**-APPLY-DEVELOPMENT OF SCIENCE KNOWLEDGE

	STATE % RIGHT
	45.9
	47.7
	56.6
MENT	45.7
	36.8
	55.5
	27.3
	69.6
	74.0

APPENDIX J

MEMBERSHIP OF THE BASIC SKILLS ADVISORY COMMISSION

BASIC SKILLS ADVISORY COMMISSION

GOVERNOR'S APPOINTEES

Congressional District I

Mr. Tom Blazer, 180 E. Bay, Charleston, SC 29401

Congressional District II

Ms. Joy Sovde, 1017 Daly Street, Columbia, SC 29205

Congressional District III

Mr. Harold Breaseale, Route 6, Box 204, Pickens, SC 29671

Congressional District IV

Mrs. W. Harrison Trammell, 206 Riverbend Apts., 925 Cleveland Street, Greenville, SC 29601

Congressional District V

Mr. C. Charles Cole, 324 Second Street, Cheraw, SC 29520

Congressional District VI

Dr. James Mahaffey, Assistant Superintendent for Instruction, Drawer 1739, Conway, SC 29526

Member-at-Large

Mr. Tom Turnipseed, 112 Bridgeton Road, Columbia, SC 29210

STATE SUPERINTENDENT APPOINTEES

Congressional District I

Mr. William Foster, Beaufort County Schools, P. O. Drawer 309, Beaufort, SC 29901

Congressional District II

Mrs. Betsy Elliot, Route 3, Box 477, St. Matthews, SC 29135

Congressional District III

Mrs. Nelle Taylor, District Superintendent, Saluda County Schools, 404 North Wise Road, Saluda, SC 29138

Congressional District IV

Mr. John L. Cannon, Principal, Woodruff Elementary School, P. O. Box 639, Woodruff, SC 29388

Congressional District V

Dr. Margot Rochester, 1292 Sand Oak Drive, Lugoff, SC 29078

Congressional District VI

Mr. James A. Blake, Marion School District 1, 616 Northside Avenue, Marion, SC 29571

LIEUTENANT GOVERNOR'S APPOINTEES

Mrs. Vivian Watson, 3012 Pineshadow Trail, Columbia, SC 29210

Dr. Beatrice Thompson, 1111 Southwood Street, Anderson, SC 29624

Dr. Alma Byrd, 2327 Willow Street, Columbia, SC 29203

Mr. Wallace Brown, 316 Meadow Lake Drive, Columbia, SC 29203

The Honorable John W. Matthews, Box 460, Bowman, SC 29018

Vacant

SPEAKER OF THE HOUSE APPOINTEES

Mr. Joseph R. Murray, Box 1768, Charleston, SC 29402

Mrs. Mary McDonald Harper, P. O. Box 457, Estill, SC 29918

Vacant

Dr. Willis Crosby, P. O. Box 1273, Greenville, SC 29602

Mr. Hugh B. Betchman, Jr., Box 1662, Sumter, SC 29150

The Honorable Lewis Phillips, Route 2, Box 191, Greer, SC 29651